



Olympics: Lighting The Torch



Rio Olympics 2016



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Basic Information

This section details the time allocation for this unit of work, links to other subjects and Assessment for Learning opportunities.

Timings

This unit of work is intended to last about 4 ¼ weeks.

The following suggested timings are approximate guides and are dependent on each school's individual context.

	No of Hours	No of Weeks
Entry Point, Knowledge Harvest, Explain the Theme	2	¼
Geography	6	¾
Art	4	½
Science	4	½
Music	6	¾
Physical Education	6	¾
International	2	¼
Exit Point	4	½

Links to other IPC subjects

Links to other IPC subjects

ICT & Computing learning goals are included in the above subject learning. Links to ICT & Computing and technology are provided at the end of tasks where appropriate.

Language Arts and Mathematics links

Suggestions of how to include links to Language Arts and Mathematics are provided where appropriate at the end of tasks.

Additional Languages Links

Resources and learning tasks for developing additional languages are included in the resources section, and linked to the geography learning in this unit.

Coverage of the **National Curriculum for England** is listed under 'Basic Information'.

Additional Language Learning

In this year's Olympics units you will find our first ever links to additional language learning, which we hope will not only inform and resource your language teaching, but also contribute further to the integrated thematic process of learning with the IPC.

For each of the Olympics-themed units, you will find linking online PowerPoint resources which will allow you to explore elements of the theme through the medium of an additional language. These language resources link to the geography learning in each of the three units - *Lighting the torch* (Milepost 1), *Going for gold* (Milepost 2) and *Everyone's a winner?* (Milepost 3).

Unlike some of the other subject tasks which encourage independent or collaborative research by the children, our suggested language tasks are teacher-led, and modelled on the Content and Language Integrated Learning (CLIL) approach to learning. The resources are equally suitable for use by specialist and non-specialist language teachers, and include detailed notes and advice (at the bottom of each PowerPoint slide) on how to implement them in the classroom.

These resources are provided in three languages – French, Spanish* and English. They are designed to cover the Key Stage 2 learning outcomes for languages in the National Curriculum for England, whilst also allowing freedom for those who follow different national curricula to approach the learning in a way best suited to their school. We know that French and Spanish are popular additional languages in some settings; however IPC schools learn and celebrate many different languages from around the world, so we have also provided the resources in English so that these can be translated into any languages that children may be learning.

** The Spanish resources are written for the learning of Castilian Spanish (the variety of European Spanish spoken in northern and central Spain).*

The PowerPoint resources can be downloaded from the Resources section, or by following these links:

- [Milepost 1 English PowerPoint resources](#)
- [Milepost 1 Spanish PowerPoint resources](#)
- [Milepost 1 French PowerPoint resources](#)

Our resources are designed to be used in different contexts, and we hope that you will use, adapt, upload and share them with other IPC schools, so that together we can create a richer language-learning environment for all our children. Please send us your feedback – were these resources useful? Would you like to see more language learning in the IPC units of work? Connect with us on our Facebook page at www.facebook.com/InternationalPrimaryCurriculum, tweet @The_IPC or email members@greatlearning.com

Learning Goals

Art Learning Goals

Children will:

1.01 Know about some of the forms used by artists in their work

 **1.02 Be able to use a variety of materials and processes**

 **1.03 Be able to suggest ways of improving their own work**

 **1.04 Be able to comment on works of art**

1.05 Understand that the work of artists can be seen in a wide variety of places and situations

Geography Learning Goals

Children will:

1.01 Know about the main physical and human features of particular localities


1.02 Know about similarities and differences between different localities

1.05 Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context

 **1.07 Be able to use geographical terms**

 **1.09 Be able to describe the geographical features of the school site and other familiar places**

 **1.10 Be able to make maps and plans of real and imaginary places, using pictures and symbols**

 **1.11 Be able to use maps at a variety of scales to locate the position and simple geographical features of the host country and their home country**

 **1.12 Be able to use secondary sources to obtain simple geographical information**

 **1.14 Be able to communicate their geographical knowledge and understanding in a variety of ways**

International Learning Goals

Children will:

1.01 Know that children within the class and school have different home countries

1.02 Know the names and approximate locations of the home countries of children within the class (and/or school)

1.03 Know about some of the similarities and differences between the lives of children in the different home countries and in the host country



1.05 Be able to work with each other where appropriate

Music Learning Goals

Children will:



1.04 Be able to recognise and explore ways in which sounds can be made, changed and organised



1.05 Be able to sing familiar songs



1.06 Be able to play simple rhythms with a steady beat



1.07 Be able to compose simple musical patterns

1.08 Be able to perform individually and with others



1.09 Be able to use symbols to represent sounds

1.10 Be able to listen carefully to pieces of music and comment on them

1.11 Be able to recall a simple tune

1.12 Be able to suggest ways of improving their own work

1.14 Understand that music is used for a variety of different purposes

Physical Education Learning Goals

Children will:



1.02 Be able to perform simple activities with control and coordination



1.03 Be able to repeat and develop simple actions



1.05 Be able to apply movements in sequence

1.07 Be able to observe, copy and develop actions performed by others

1.08 Be able to improve performance through observation and repetition

1.11 Understand that exercise has an effect on their body

Science Learning Goals

Children will:

1.01 Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement

 **1.02 Be able to pose simple scientific questions**

 **1.03 Be able to identify ways of finding out about scientific issues**

 **1.04 Be able, with help, to conduct simple investigations**

1.10 Be able to sort living things into simple groups

1.12 Understand that different locations support different living things

1.14 Know the names and characteristics of a range of animals

1.20 Know the names of the parts of plants

1.22 Know that plants need light to grow

1.23 Know that plants need water to grow

ICT & Computing Opportunities

The table below shows you where you can cover the following ICT & Computing Learning Goals.

Task	Goals
Geography Task 2	1.1, 1.4, 1.5, 1.6
Music Task 3	1.1
Science Extension Task	1.1, 1.4
Science Task 1	1.1, 1.4, 1.5, 1.6

Assessment for Learning

Are your children busy, or are they busy learning? This is the question that we need to be able to answer throughout each IPC unit – what improvements are being made to children’s learning as a result of studying this theme?

There are **three areas of learning** to reflect on, and **three types of learning** to assess.

The Three Areas of Learning: Academic, Personal and International

The three *areas* include **academic, personal and international learning**. To reflect on these, you will need access to the IPC Learning Goals for each subject (including International) and the IPC Personal Goals – a list of these can be found in Appendix A of the [IPC Implementation File](#). You can also find a full list of IPC Learning Goals in the [Assess section](#) of the Members’ Lounge.

The Three Types of Learning: Knowledge, Skills and Understanding

The three *types* of learning include **knowledge, skills and understanding**. We believe that differentiating between knowledge, skills and understanding is crucial to the development of children’s learning. We also believe that knowledge, skills and understanding have their own distinct characteristics that impact on how each is planned for, learned, taught, assessed and reported on. The implications of these differences are therefore far-reaching and deserve proper consideration.

Knowledge refers to factual information. Knowledge is relatively straightforward to teach and assess (through quizzes, tests, multiple choice, etc.), even if it is not always that easy to recall. You can ask your children to research the knowledge they have to learn but you could also tell them the knowledge they need to know. Knowledge is continually changing and expanding – this is a challenge for schools that have to choose what knowledge children should know and learn in a restricted period of time.

The IPC does not provide examples of knowledge assessment (tests or exams) as the knowledge content of the curriculum can be adapted to any national curricula requirements.

Skills refer to things children are able to do. Skills have to be learned practically and need time to be practiced. The good news about skills is the more your practice, the better you get at them! Skills are also transferable and tend to be more stable than knowledge – this is true for almost all school subjects.

The IPC supports skills tracking and assessment through the [IPC Assessment for Learning Programme](#). This programme includes Teachers’ Rubrics, Children’s Rubrics and Learning Advice.

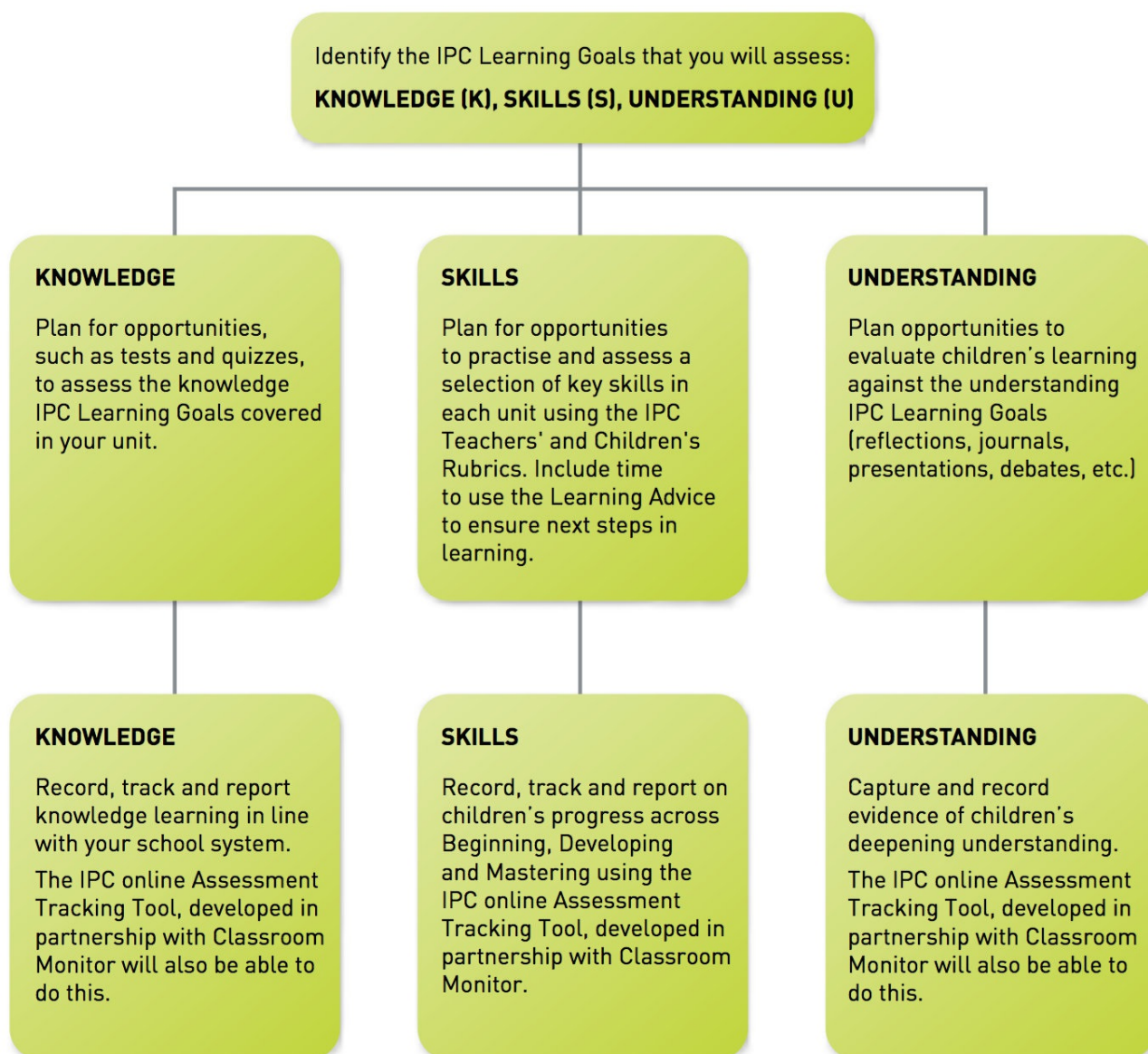
Understanding refers to the development or ‘grasping’ of conceptual ideas, the ‘lightbulb’ moment that we all strive for. Understanding is always developing.

The IPC units can’t assess understanding for you, but they do allow you to provide a whole range of different experiences through which children’s understandings can deepen.

(Please note: as well as the IPC Assessment for Learning Programme, we also offer an online Assessment Tracking Tool, developed in partnership with Classroom Monitor. Please email members@greatlearning.com for more information on how to sign up to this tool.)

Planning for Assessment

Once you have planned for the different IPC Learning Goals for each subject it is important to plan for assessment opportunities within each unit of work. Assessment needs to be balanced but rigorous to ensure that the children have learned what we planned for them to learn. The diagram below illustrates the processes you may want to use to ensure this happens.



Helping Children Reflect on Their Own Learning

In addition to teacher assessment, it is also vital to include children in reflecting on their learning and setting next steps for improvement. Ask the children to carry out self-assessments throughout each unit (using the Children's Rubrics to assess skills, and other methods chosen by the school for knowledge and understanding).

They could use the following headings to list/make notes on their newly acquired knowledge, skills and



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understanding – ‘new things I now **know**’, ‘new things that I can **do**’ and ‘new things I am beginning to **understand**’.

Ask the children to evaluate different aspects of their learning – what did they do well, what could improve next time and how, what did they find the most/least interesting? How did they prefer to learn – as an individual/in pairs/small groups/large groups/as a whole class? What was their preferred method of researching and recording - writing/talking/making, etc.? This evaluation aspect will also support the development of the IPC Personal Goals.

Further Information

For more information on assessment, and knowledge, skills and understanding, please refer to:

- [The IPC Implementation File](#)
- [The Assessment for Learning Implementation File](#)
- [The IPC Self-Review Process](#)

Or contact the Membership Support team at members@greatlearning.com

The Entry Point

To celebrate the start of your unit, hold your own indoor Olympics (children will be performing outdoor activities during your official school Olympics), offering children a series of competitive games that they can play in teams or individually. You may wish to have the games already set up prior to the children arriving (you may want to do this in a bigger space, such as the school hall depending on the number of activities you have chosen) – or, if time allows, you could involve the children in making and setting up the games.

Some fun indoor Olympic events might include:

Blow football – children use straws to blow a small plastic ball into the opposing team's net. Play continues until a certain number of goals have been scored or a time limit has been reached.

Equestrian jumping – children flick small plastic counters (sometimes known as 'tiddlywinks') over a series of numbered obstacles (fences, water jumps and walls) to reach the finish line. Each obstacle that they touch with their counter scores as a 'fault'. The player with the least number of faults at the end of the game is the winner. Obstacles can be made out of cardboard, Plasticene, pipe cleaners and so on. You can view an example course on the official Rio Olympics website for ideas: www.rio2016.com/en/the-games/olympic/sports/equestrian-jumping

Sailing – if you have a water tray/area then children can race boats from one end to the other, completing a set number of lengths to win. The boats could be pre-made or the children could build their own using available materials. This offers a good opportunity to explore forces by challenging the children to use different methods of propelling their sailing vessels (blowing on the sails, flapping a book to make a wind, and so on).

Javelin – provide craft materials for children to make their own paper planes/javelins. Allow time for the children to practise and perfect their planes before taking positions on the 'throwing line'. Children should stand with both feet on the line and then throw their paper planes. The plane that travels the furthest distance from the line is the winner.

Boccia – this is a Paralympic sport, which is similar to bowls. In each round players take turns to roll a set of coloured balls with the aim of getting their balls as close as possible to a white ball called a 'jack'. A point is given to the player who gets closest to the white ball. Four rounds are played, with the player with the most points announced the winner. If balls are equidistant then both players get a point. In the event of a tie after four rounds, further rounds are played until there is a winner. Players can use any part of their body to propel the ball (hands, feet etc.), so allow for some fun experimentation!

If possible, allow time for children to try out each game, rotating around the games until they have all been completed. Alternatively, children could be put into teams, and children choose members to compete in each event.

While children are enjoying and playing the games, use the opportunity to talk about what they know about the Olympics and the types of sporting activities they enjoy.

If you wish, you could hold your own medal ceremony for those who got the best scores, best times etc. in each event. Enjoy some healthy refreshments and talk about the games that the children enjoyed playing the most. Discuss as a class whether winning is the most important aspect of playing a game, or



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whether it is more important to have fun and enjoy the experience.

At the end of the session, reveal that your school will be holding its own special Olympics. Use this opportunity to assign children to their Olympic teams (see the big picture for advice on planning your own school Olympics).

Knowledge Harvest

In groups, ask children to imagine that they have to explain the Olympics to someone who has never heard of them before (perhaps an alien from another planet!). They can use words and pictures to record their ideas.

Allow time for each group to present their ideas to the rest of the class. From this, record the facts that the children agree upon and those that the children may be unclear about.

Next, encourage the children to think about the types of sports that they associate with the Olympics (you may have already recorded some of these as part of the previous discussion).

Record a separate list and prompt the children to think about how each sport is played. For example:

- Is it a sport for individuals or teams?
- How do you score a point?
- How many players are there in a team?
- Do players have different roles in the team?
- What skills might a competitor need to be successful in that sport?

Display both of your completed lists for children to add to and amend as they learn more about the Olympics over the course of this unit.

If you wish, you may also want to set up an Olympics role-play area in your classroom for the children to explore the theme in their own time. Provide simple props if possible, such as toy medals, microphones, a winner's podium, a crowd backdrop, a vending stall/table, play food and drinks, images/postcards of Rio de Janeiro and so on.

Simple scenario cards could also be left next to the area each day to help structure the children's play. Try and use the area to explore all aspects of the games, not just the athletic events but also the other people and services who might be involved in the Olympics. This will help provide ideas and inspiration for the children's research in International Task 1.

Prompt cards might include:

- Visitors are hungry!
- A television crew reports on the games/the lighting of the cauldron
- A welcome tour of Rio
- An athlete receives their medal
- A visitor is lost and needs directions
- An athlete is injured and goes to hospital
- A medal has gone missing. Where might it be?
- An athlete is interviewed for television



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- An animal has got loose at the games!
- The mascot characters are on a secret mission.

The Big Idea

The Olympic Games are a global celebration of sport and achievement that brings people from all around the world together. Our school is going to hold its own Olympics, giving everyone the chance to celebrate their skills, work together as a team, and share our achievements with others. It's time to go for gold!

Explaining The Theme

In Geography, we'll be:

- Finding out about a country that is competing in the Olympics
- Exploring the host city of Rio de Janeiro in Brazil
- Creating our own visitors' map of the school

In Additional Languages, we'll be:

- Learning how to say and recognise colours of different flags by listening and joining in
- Choosing different colours and symbols for a new Olympic flag
- How to read, write and spell the colours of some of the flags we have been learning about

In Art, we'll be:

- Designing and making our own Olympic medals
- Creating our own Olympic torches

In Science, we'll be:

- Learning about the different animals that live in Brazil
- Finding out what a plant needs to grow

In Music, we'll be:

- Learning how to exercise our voice and sing in pitch
- Learning and recording the song '*Lighting Up The Flame*'

In Physical Education, we'll be:

- Learning to exercise and warm up our bodies
- Practising and improving our athletic skills

In International, we'll be:



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- Exploring the Olympic theme through art and teamwork

The Big Picture

Teaching the Olympics

There are three Milepost units to help your school celebrate the 2016 Olympic Games. If you wish, these units can be taught across all three Mileposts at the same time (each unit is approximately 4 weeks long), ending with a whole-school Olympics exit point, where children from different year groups can come together to share and celebrate their learning.

Each unit tackles different themes related to the Olympic Games. The individual tasks are easily adaptable so, if you wish, you could select tasks from different milepost units to create your own tailored project.

The following Big Picture section has eight key parts:

1. **The origins of the Olympic Games** – background information on the origins and history of the ancient games held in Greece.
2. **The modern Olympic Games** – discover how the French aristocrat, Pierre de Coubertin, revived the ancient Greek Olympics for a modern age.
3. **The Paralympic Games** – from a small competition between wheelchair athletes to an international sporting event, discover how the Paralympic Games rose to prominence.
4. **The Olympic Games 2016** – Brazil is playing host to the XXXI Olympic Games. As with all sporting events, the Olympic Games offers the country many exciting opportunities.
5. **Organising a school Olympics** – guidance on how to plan and organise a whole-school Olympics Games event, which could run alongside your Olympic Games project teaching.
6. **Additional Language Learning** - for the first time, the IPC are providing exclusive resources and teacher guidance to help you explore the theme of the Olympic Games through the medium of an additional language.
7. **Oddizzi free 30-day subscription offer** – the Oddizzi website has a wealth of content to support the geography tasks in these units and is offering IPC member schools a special 30-day free trial.
8. **'Lighting Up The Flame'** – find out how your school can take part in the latest Voices Around World collaborative music project, which is linked to the theme of the Olympic Games.

1. The origins of the Olympic Games

The Olympic Games originated in Ancient Greece nearly 3000 years ago. The first written record of the Games occurs in 776 B.C when a cook named Coroebus won a 200-yard footrace known as a stade (the origin of the word 'stadium'), however the Games are likely to have been running for many years before this date.

The Greek Olympic Games were held every four years in the valley of Olympia in Elis. It was a religious as well as a sport event, held in honour of the god Zeus. There were many shrines and temples at Olympia dedicated to Zeus, the greatest of which housed a magnificent ivory and gold statue – considered one of the Seven Wonders of the World.

As the city-states of Greece were often at war, a sacred truce was declared one month before the Games began. This allowed people to travel to Olympia safely and enjoy the Games. The words of the truce were inscribed on a bronze discus and displayed in the Temple of Hera, the wife of Zeus, at Olympia.

Only men, boys and unmarried girls could attend the Games. Married women were not allowed into the Games (although many may have sneaked in!). Women and girls could not participate as athletes, however they were allowed to own chariot teams and individual horses for equestrian events. Instead, women had their own festival at Olympia every four years, known as the Heraia, held in honour of Hera. Running events were held as part of this festival but only unmarried girls could take part.

Only freeborn men and boys (i.e. not slaves) could compete in the Olympic Games and would have done so naked. The Greeks believed that clothing restricted their athletic performance. Events were held over four days and were similar to our modern Olympics, featuring running, wrestling, boxing, long jump, javelin, discus and chariot racing. There was also a pentathlon that combined five disciplines (running, wrestling, long jump, javelin, and discus). The most punishing events were the pankration (all-in-wrestling) where anything was permitted except for biting and gouging, and the hoplitodromos (hoplite race) in which competitors had to run a gruelling race while wearing the armour and shields of a hoplite soldier.

The winners of each event were crowned with an olive wreath, taken from a sacred wild olive tree that grew at Olympia. They would also be showered with gifts and, like our modern athletes, enjoy widespread popularity as a result of their achievements. Some even had songs and poems written about them.

The Games continued to be held, without interruption – even during times of war – until 393 AD, when they were finally abolished by the Byzantine Emperor Theodosius, who sought to ban all practices and ceremonies that were non-Christian and therefore pagan. It would not be until the 19th Century that the traditions of the Olympic Games would be revived once again.

2. The modern Olympic Games

The campaign to revive the Olympic Games began in France with Baron Pierre de Coubertin (1863-1937). Coubertin was greatly interested in education and he believed that physical education and the development of the body was just as important as the mind. After he visited the ruins of the original Olympia site, he had the idea that a grand sporting event would be the best way to promote his beliefs of physical, mental and spiritual excellence. Coubertin presented his idea to the Union des Sports Athlétiques in Paris in November 1892. Two years later, his proposal was accepted allowing him to set up the International Olympic Committee (IOC), which would become the governing body of the modern games.

The first modern Olympic Games were held in Athens in 1896 – the location chosen to honour the spirit of the ancient Greek Games. Many of the original sporting events were carried over to the modern Olympics, including foot-races, wrestling, jumping, discus and javelin throwing, equestrian events and the pentathlon (although the modern version of the pentathlon features different events).

Nearly three hundred athletes, from twelve different countries, competed in the 43 events. Many new sports were introduced to the traditional Greek line-up, such as swimming, gymnastics, weight-lifting, cycling, fencing, shooting and tennis. The 1896 Olympics also featured the first marathon, which followed the route of the legendary Greek messenger Pheidippides, who famously ran 26 miles from the plain of Marathon to the city of Athens to announce the victory of the Greeks over the invading Persians in 490

BC.

Women were not allowed to compete in events until the Paris games in 1900, when they could take part in five sports: tennis, golf, sailing, croquet and equestrian. Female participation has increased steadily since then, with women accounting for more than 44 per cent of the participants at the London 2012 games.

The event was a resounding success and paved the way for the tradition to continue, as it had done in Greece, every four years. However, instead of holding the event in Greece each time, different countries around the world were given opportunity to play host. However, unlike the Greek games, which were held even at times of war, the modern Olympics Games were not held in 1916 or 1940 due to the two World Wars.

Pierre de Coubertin established many of the Olympic traditions that still continue to this day. These include:

- **The Olympic rings** – the five rings on a white background are recognized worldwide as the logo for the modern Olympic Games. The five rings represent the continents, whilst the colours (six of them) were chosen to ensure that every country would have at least one of the colours from their national flag included in the Olympic logo.
- **The Olympic oath** – the oath is a solemn promise made by one athlete (representing each of the participating competitors) and by one judge (representing the event officials) during the opening ceremony to respect and abide by the rules of the games, and to honour fair competition.
- **The Olympic motto** – the motto *Citius, Altius, Fortius* is Latin for ‘faster, higher, stronger’. The motto was first introduced in 1924 at the Paris Olympic Games.

The torch relay that opens each of the modern games is a modern invention and did not take place, as many believe, during the ancient games. However, the way that the flame is first lit (using a mirror to focus the heat of the sun) was a method used by the Ancient Greeks to light the flames that burned throughout the duration of their own Olympic festival. The modern torch relay first took place at the Berlin games in 1936.

Pierre de Coubertin remained President of the IOC until 1925. He continued to support and promote the spirit of the games until his death in 1937. In accordance with his last wishes, his heart was buried in the marble stele at Olympia in Greece, which commemorates the revival of the Olympic Games.

3. The Paralympic Games

The Paralympic Games originated in Stoke Mandeville, England, in 1948, as a small organized sports event that coincided with the London Olympic Games of the same year. The competition was the brain child of Sir Ludwig Guttman, a neurologist who worked extensively with World War II veterans with spinal injuries, and who believed sport was a vital part of their rehabilitation. The first competition consisted of one event – an archery contest, between two teams of disabled wheelchair athletes. A cup was presented to the winners and the event was recorded as the first official sports competition between disabled athletes.

Over the next few years, Guttman’s idea spread to other spinal injury units across Britain and the competition grew in popularity, including overseas. In 1952 a team from Holland took part, and in 1953 a team from Canada also joined the competition. By 1954 there were several international teams

competing, including competitors from Australia, Finland and Israel.

In 1960, the Olympics were held in Rome and, for the first time, the Stoke Mandeville games joined the official line-up, taking place one week later. On September 18, 1960, four hundred athletes, representing 21 nations, travelled to Rome to take part in the event, which was comprised of nine different sports. The success of these games marked the birth of the official Paralympic Games (so called because they run 'parallel' to the main games).

The original Stoke Mandeville games had been aimed solely at athletes with spinal injuries, but as the Paralympics developed, further athlete classes were allowed to compete, such as athletes with visual impairment, cerebral palsy, amputees and those with learning difficulties. The number of events has also expanded – from the nine originally offered at the 1960 games, to the twenty-three sports that athletes can now take part in at the 2016 Paralympic Games in Brazil.

4. The Olympic Games 2016

Brazil is the host country of the 2016 Olympic and Paralympic Games, which will be taking place from 5-21 August in the city of Rio de Janeiro. Over the seventeen days, over 10,000 athletes from 206 countries will be competing in 42 Olympic events, which include golf and rugby for the first time. The Paralympics features 23 sports, including the triathlon and canoe events for the first time, and will be contested by over 4,000 athletes from 179 countries.

The official mascots are Vinicius (representing the Olympic Games) and Tom (for the Paralympics). Both names originate from well-known musicians, who played a significant role in the development of one of Brazil's best known music genres, the Bossa nova. Both mascot characters were 'born' out of the burst of excitement that Brazil experienced when it heard that it was hosting the Olympic and Paralympic Games. Vinicius represents the wildlife of Brazil, described as having 'the agility of cats, sway of monkeys and grace of birds'. The Paralympic mascot, Tom, represents the varied plants of the Brazilian rainforest. Both characters have their own section of the official website where children can learn more about their special abilities and their exciting adventures - www.rio2016.com/mascots/#!home

The sports park for the 2016 Olympics is being built on the waterfront peninsula in the Barra da Tijuca neighbourhood of the city. At an estimated cost of over £5.1 billion, the 300 acre site will play host to nearly 10,000 visitors, providing sports venues, a media centre, and accommodation for the athletes. As with previous Olympic Parks, there is an emphasis on the legacy of what such widespread and costly development will bring to the area once the games have finished. One approach that the architects are taking is to create temporary venues that can be dismantled for reuse afterwards. However, the bigger plans for the area have courted controversy, as the site – which was formerly public land – will be handed over to private construction companies after the games to develop high-class hotels and apartments. As part of the park's development, 4,000 residents of a nearby favela community (Vila Autodromo) have faced eviction to make way for the park infrastructure. Again, this has led to some public discontent over the park and where money is being spent to help redevelop and revitalize the city.

While concerns over spending may have overshadowed the run-up to the Games, it is still a highly anticipated international event and will, undoubtedly, bring a fresh wave of tourism to the country. With the success and acclaim of the London 2012 opening and closing ceremonies, we can be sure that the 2016 Games will offer an exciting visual spectacle and will allow us, once again, to marvel at and celebrate the achievements of our greatest athletes from around the world.

5. Organising a school Olympics

Holding your own school Olympics is entirely optional, but will help to add to the interest and excitement of this theme. Also, some of the tasks in these units assume that you will be holding a sports competition of some kind as part of your Olympic celebrations. The scale of your Olympics will depend on the time, resources and equipment that you have available. What follows is some advice on how you might want to organise your own version of the Olympic Games!

Your Olympic Games can be held in place of your usual sports day, and is intended to be a whole day event. This is in addition to the tasks and activities in this unit. During this unit, children will be given the chance to learn more about the Rio Olympics and its themes, and prepare resources and presentations for a special Olympic opening ceremony.

The exit point of this unit is the opening ceremony. If you are teaching these units across all year groups, then this can be an exciting whole-school event where year groups come together to share their learning. You may wish to hold this on the morning of your sports day/Olympics – and then have the sporting events afterwards, or the opening ceremony could be held on a different day.

Even though the Olympic Games event is one day, you will want to set aside time beforehand to allow children to practise the sports and improve their performance. Guidance for this is provided in the Physical Education tasks in the Olympics units for each milepost.

If you are holding a whole-school tournament across all year groups, then split each class into the same number of teams. An even number of teams would work best, with five or six children in each team.

Choose a country to represent each team. If possible, avoid the children's host country and any countries they may be already familiar with. This provides opportunity for the children to find out more about their country through research and learning (see Geography Task 1).

An example of team organisation across the school:

Year Group 1

Class A	Class B	Class C
Spain	Spain	Spain
Japan	Japan	Japan
Australia	Australia	Australia
Jamaica	Jamaica	Jamaica

Year Group 2

Class A	Class B	Class C
Spain	Spain	Spain
Japan	Japan	Japan
Australia	Australia	Australia
Jamaica	Jamaica	Jamaica

Due to class size it may be difficult to ensure that teams are even, but this is catered for later – as teams can select members to compete in some events, so there should be ample opportunity for everyone to take part in the sports day. If you have small classes (10 children or less), then you may want to organise teams differently within year groups, so each year group across the different classes provides a certain number of competing countries. For example:

Year Group 1

Class A	Class B	Class C
Spain	Australia	China
Japan	Jamaica	Italy

Year Group 2

Class A	Class B	Class C
Spain	Australia	China
Japan	Jamaica	Italy

The sporting events you choose to include in your sports day will, again, be dependent on the equipment and resources you have available. If possible, try and have a mix of track events and field events – and if time permits, you could also include one or two team games.

Some examples might include:

- High jump
- Standing long jump
- Running long jump
- Triple jump
- Javelin (or equivalent – such as throwing a bean bag)
- 100 metres
- 200 metres
- 400 metres relay
- 100 meters hurdles
- Boccia/bowls
- Goalball
- Football
- Hockey

To ease organisation, children could compete against the other members of their class. Points can be awarded based on finishing place. These points can then added together from all the separate classes and year groups to arrive at a grand total for their country. Points could be awarded on the following basis:

- First place – 4 points
- Second place – 3 points
- Third place – 2 points
- Fourth place – 1 point

As mentioned previously, children should be given opportunity to practise the events prior to the tournament. This will allow them to gain the skills and confidence to compete, to understand the areas where they can improve, and also identify the team members who are strongest in each area.

It may be impractical to have every child compete in every sport/event, so teams could nominate members for particular events, ensuring that all members are competing in at least one event. Obviously the more team orientated games (such as football and hockey) will allow team members to play together.

Similarly, some events may need to be tailored for younger children or replaced with alternatives. For example, younger MP1 children could replace the high jump and triple jump with an egg and spoon or a skittles tournament. You may also want to reduce the distances for running events.

For team games, it may be impractical to have every team in a class play every other team (unless you limit the games to five or ten minutes), so you could simply pick teams out of a hat to decide who will play who – the number of goals scored being used as the team's overall points. These games and the field events could be held prior to your sports day – leaving the race events to occur after your opening ceremony (exit point), when parents and other members of the community can be invited to attend. This

also means there is less pressure on the day to juggle lots of different locations and events.

6. Additional Language Learning

In this year's Olympics units you will find our first ever links to additional language learning, which we hope will not only inform and resource your language teaching, but also contribute further to the integrated thematic process of learning with the IPC.

For each of the Olympics-themed units, you will find linking online PowerPoint resources which will allow you to explore elements of the theme through the medium of an additional language. These language resources link to the geography learning in each of the three units - *Lighting the torch* (Milepost 1), *Going for gold* (Milepost 2) and *Everyone's a winner?* (Milepost 3).

Unlike some of the other subject tasks which encourage independent or collaborative research by the children, our suggested language tasks are teacher-led, and modelled on the Content and Language Integrated Learning (CLIL) approach to learning. The resources are equally suitable for use by specialist and non-specialist language teachers, and include detailed notes and advice (at the bottom of each PowerPoint slide) on how to implement them in the classroom.

These resources are provided in three languages – French, Spanish and English. They are designed to cover the Key Stage 2 learning outcomes for languages in the National Curriculum for England, whilst also allowing freedom for those who follow different national curricula to approach the learning in a way best suited to their school. We know that French and Spanish are popular additional languages in some settings; however IPC schools learn and celebrate many different languages from around the world, so we have also provided the resources in English so that these can be translated into any languages that children may be learning.

* The Spanish resources are written for the learning of Castilian Spanish (the variety of European Spanish spoken in northern and central Spain).

The PowerPoint resources can be downloaded from the [Resources section](#), or by following these links:

[Milepost 1 English PowerPoint resources](#)

[Milepost 1 Spanish PowerPoint resources](#)

[Milepost 1 French PowerPoint resources](#)

Our resources are designed to be used in different contexts, and we hope that you will use, adapt, upload and share them with other IPC schools, so that together we can create a richer language-learning environment for all our children. Please send us your feedback – were these resources useful? Would you like to see more language learning in the IPC units of work? Connect with us on our Facebook page at www.facebook.com/InternationalPrimaryCurriculum, tweet @The_IPC or email members@greatlearning.com.

7. Oddizzi free 30 day subscription offer

Oddizzi (www.oddizzi.com) is a subscription based online service which provides high quality primary geography resources for schools. It aims to inspire children with a deep and life-long love of geography and help specialist and non-specialist teachers deliver high quality lessons. A number of IPC schools already subscribe to Oddizzi, and we wanted to offer an opportunity through these units for all member

schools to explore the resources further.

The site has excellent sections on Brazil and Rio de Janeiro, featuring photographs, videos and fact files, which are ideal for supporting the tasks in these units. As a special exclusive offer to IPC member schools, Oddizzi is offering a free 30 day trial of the website.

Within your trial you will have access to 1,500 pages of information and images written in an age-appropriate, engaging style, 400 short films, interactive geography quizzes and user generated content.

Please note that within your trial, ClassPals, Oddizzi's class-linking service, will be blocked for security reasons.

To claim your 30 day trial of Oddizzi please email IPCTrial@oddizzi.com. Upon application a member of the Oddizzi team will provide you with log in details for your school and students.

8. 'Lighting Up The Flame' – Voices Around the World project

Each year the Voices Around The World (VATW) project invites schools and choirs to be involved in the making of an international music recording. For their previous project, more than 5,000 children from schools in 48 different countries, took part in the biggest children's online song recording ever undertaken. You can view videos and listen to recordings of the song '*Listen to us*' on the official website (www.voicesaround.com). The 2016 project is set to be even bigger – and with the help of this unit's music activities, your class can get involved and become part of this great global event.

VATW is a not for profit organisation dedicated to linking the voices of young people around the world through music. Their current project is called 'Lighting Up The Flame', which links to the Olympic Games and its positive messages of team-work, dedication and positive change.

Using the downloadable resources available from the VATW website (music tracks, lyrics, song sheets etc.) your class will be able to learn the words of the song and record their voices. There are several downloadable versions of the song, including tracks with choir backing and tracks with just the music.

Your final recordings are then sent to the VATW team who will mix your children's vocals with the thousands of other young people taking part in the project. As this is a major global project, you may wish to involve your main school choir or other classes in the school (each of the Olympic Units for Mileposts 1, 2 and 3 have music tasks focused around the '*Lighting Up The Flame*' project). This will give you the chance to draw on other music expertise to support the work you do.

Rehearsals

It is very important that you and the children stick to the recordings of the song with the choir backing. Make sure that your children have plenty of opportunity to sing along with these parts so that they are as closely in sync with the voices on the recording as possible. While the final '*Lighting Up The Flame*' track will feature all the choirs and schools that have taken part in the project, getting the voices in sync is important to ensure that all the individual recordings can be mixed together.

One very useful training strategy is to provide your children with electronic copies of their choir parts so that they can practise at home or at break-times etc. This will also help to speed up your rehearsals.

Once the song is learned, you will need to schedule regular rehearsals to allow the children to practise and perfect their sections. The time needed for this will vary depending on the age of your children and

the difficulty of the sections they are learning. As a general rule, allow for possibly 2-3 months of rehearsal prior to your final recording.

Setting up a recording studio

1. Choose the room in which you record very carefully. Smaller rooms often give the best results. You need somewhere away from any disturbance. Children can help you make signs to warn other school members when 'recording is in progress'.
2. Ensure you have reasonable quality recording equipment. A basic microphone and recorder should do the job. Nowadays, these pieces of equipment are easily available at reasonable prices if you do not already have them. You may find somebody in your school community who can help out.
3. You need to have set of earphones and at least one junction box. The junction box allows you to feed from the sound source (which is playing the choir backing track) to your children's headphones. In many schools, these pieces of equipment are often in use in Early Years or Milepost 1, where children share listening to a story recording.
4. The distance of your singers from the microphone is important and it is worth experimenting. It is best to begin with children arranged in a semicircle around the microphone so that they are all a similar distance away. About a metre from the microphone is often about right. It will be good if you are able to monitor the sound levels and quality using earphones yourself, and adjust choir positions/proximity to the microphone accordingly. In particular watch out for any singer with a much louder voice than others and adjust their standing position if necessary. You may find this problem is exacerbated because children may sing differently with headphones on. It is always worth emphasising to children that with studio performance and when using a microphone, it is not necessary to sing loudly in the way that you would in a concert performance. The sweetness and musicality of the voices is the main aim.

Recording your class

Guidance on recording the children's vocals is provided in Music Task 3. It will take a lot of practice for children to match their voices to the choir on the backing track of the song, particularly as they will be wearing headphones for the recording

Headphones are important, because they will allow the children to listen to the choir on the backing track, so they can keep in time and pitch. When they sing, your recording equipment will only pick up your children's voices, rather than the backing track they are listening to. Children often find this a fun and exciting experience – it can help them to imagine what it must feel like for pop stars when they are in a 'recording studio', wearing headphones! However, it will take practice and discipline. When wearing headphones, children cannot hear their own voice in the same way as usual and this can lead to tuning issues. Many children may prefer to sing with just one earpiece so that they can hear their own voice better and the voices of others. Be patient with the children as it may take many attempts to capture a perfect recording.

The more chances that your children have to practice individually with their own version of the song parts, the greater the likelihood of success and high quality performance. Similarly combining forces with a music specialist to help draw out the finer points of phrasing and musical dynamics will also increase the chances of success.

The groups that you record will require some forethought. The song itself offers a lot of flexibility, which has been written to suit all age ranges. There are three main choir parts to the song. The number of parts your children will be able to sing will depend on several factors – their basic experience, their musical capability and the amount of rehearsal time you are able to dedicate to this work. On average school choirs and classes of children spent around 2-3 months rehearsing the songs for previous years' projects, prior to recording and performance. It is good to gauge the time element carefully so that children record/perform at their 'peak'.

In some cases, it may be that singing the Main Tune Parts (Parts 1 and 2) will be the limit of capability. For very young children it may be just the chorus that they sing. It may be that there are a few gifted and talented singers that can be taught the harmony parts separately.

The recordings you make should be designed to capture the best vocal sounds. In previous years schools often submitted a number of groups, sometimes singing the same parts, different harmony groups, soloists. It is much better for VATW if you submit separate recordings of each harmony/group. Whole class recordings are seldom helpful as this limits the mixing process and sound balance in the VATW production work.

Saving files and using Dropbox

Label your files so that the VATW team can easily identify their source. Use the naming convention ***SchoolName_Town_Country_*** followed by any description or number relevant to your method of recording. For example, ***_group1, _group2, _soloist1, _soloist2*** etc. Place your files (you can have as many files as you want) in a folder so that they are all together.

Please avoid sending files by email. Often sound files are very large and can lead to a serious 'logjam' of email. The best method is to use Dropbox. This is a free internet programme. Simply visit the website **www.dropbox.com** and download the software. Then you are ready to go!

Dropbox cleverly creates a folder on your computer as well as on the web. Whatever you copy to the Dropbox folder on your computer, *provided you are connected to the internet*, automatically gets copied onto your web Dropbox Folder. Once the files are in your web Dropbox folder, the final step is to share them with the VATW team.

To share your folder, visit your web Dropbox folder. On the left of the screen you will see a rainbow icon and the word 'sharing'. A window will open asking you to invite collaborators to share your folder. In the first box type the email address **voices@voicesaround.com** and any message you would like to accompany your invitation in the second box (such as your school's information). Click on the <share folder> button and the process is complete. Your children are on their way to joining the thousands of other voices from around the world who have been recorded for the '*Lighting Up The Flame*' project!

Please note: the deadline for submitting audio and video recordings is **31 May 2016**.

Geography Learning Goals

Children will:

1.01 Know about the main physical and human features of particular localities

1.02 Know about similarities and differences between different localities

1.05 Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context



1.07 Be able to use geographical terms



1.09 Be able to describe the geographical features of the school site and other familiar places



1.10 Be able to make maps and plans of real and imaginary places, using pictures and symbols



1.11 Be able to use maps at a variety of scales to locate the position and simple geographical features of the host country and their home country



1.12 Be able to use secondary sources to obtain simple geographical information



1.14 Be able to communicate their geographical knowledge and understanding in a variety of ways

Geography Task 1


Learning Goals

1.01 Know about the main physical and human features of particular localities

1.02 Know about similarities and differences between different localities

1.05 Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context

 **1.07 Be able to use geographical terms**

 **1.11 Be able to use maps at a variety of scales to locate the position and simple geographical features of the host country and their home country**

 **1.12 Be able to use secondary sources to obtain simple geographical information**

 **1.14 Be able to communicate their geographical knowledge and understanding in a variety of ways**



Research activity

For this task, children can work in their Olympic teams (see the big picture for more information). Provide groups with access to globes, atlases and world maps. Begin by working together to locate the host country (where the school is based) and the children's home countries on a map. If children do not have a different home country, then they could be asked to identify places that they have been on holiday or know something about.

Talk about those countries that are nearest/furthest away from the host country. Look at ways of measuring the distances – for example, using lengths of string. (You can also use the Measurement Tool in Google Maps. See ICT link below.) Work together to identify the continents and oceans.

Remind the groups of the country they are representing in your school Olympics. Individually, ask the children to think about what they would like to find out about their country. Discuss some of these ideas as a whole class, prompting as necessary to draw out ideas. For example:

- The country's capital
- The continent they belong to
- Population/size
- Climate
- National flag/animal/dress

- Main language(s)
- Sports/pastimes/foods
- Natural features (mountains, rivers, lakes)
- Famous/historical landmarks and attractions
- Neighbouring countries/seas

Children can begin by using their maps and globes to locate their country. What information can be found from using a map? Offer guidance as necessary to help the children to read their maps and record information.

Provide children with additional resources to help them find out more about their country. These might include books, posters, travel brochures and bookmarked websites (such as tourist information videos). You may also wish to prepare some tailored resources to help structure the children's research.

For example:

- Picture cards showing natural and man-made features
- Word cards with names of rivers, cities, towns, regions, etc. – these could also link to the picture cards as a 'mix and match' activity
- Some simple statements that the children can decide are 'true or false'

Useful online resources include:

oddizzi.com

The Oddizzi website allows children to explore different continents and countries around the world. Each country's section offers a childfriendly selection of photographs and facts, with hyperlinks to other supporting pages. IPC member schools can enjoy a free 30-day trial of the site. To claim your free trial please email IPCtrial@oddizzi.com. Upon application a member of the Oddizzi team will provide you with log in details for your school and students.



Recording activity

Each group can record their facts/findings by labelling and/or attaching sticky notes in and around a map of their country. Help the children to keep their research/recording focused by referring back to the whole-class list and the resources you have made available.

Ask the children to imagine their classroom toy (such as a teddy bear) is travelling around the world and visiting each of your Olympic countries. Groups can use the toy as an aid to sharing their learning with the rest of the class. Each child can take turns to hold and 'speak for' the toy, sharing the facts that they have learned on their visit.

Encourage the children to compare and contrast their countries with their home/host countries. What features might their toy notice were the same, or different. (For example: the weather/climate; the size of the country, etc.) Provide prompts as necessary to 'interview' the toy and draw out the children's learning further.

ICT link: use Google Earth (google.com/earth) and Google Maps (maps.google.com) to view/explore countries in more detail. Google Maps has an excellent measuring tool which can be enabled by right clicking a location and choosing '*Measure distance*'. Once enabled, click anywhere on the map to create a path to measure.

Language Arts link: children can draw a picture of their toy holding the flag of their country. They can then write two or more statements about what their toy learned on its visit.

Personal Goals

- Adaptability
- Communication
- Cooperation
- Enquiry
- Thoughtfulness

Geography Task 2

Learning Goals

1.01 Know about the main physical and human features of particular localities

1.02 Know about similarities and differences between different localities

1.05 Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context

 **1.07 Be able to use geographical terms**

 **1.12 Be able to use secondary sources to obtain simple geographical information**

 **1.14 Be able to communicate their geographical knowledge and understanding in a variety of ways**



Research activity

For this session you will need to prepare a selection of images of Rio de Janeiro. Images can be found and printed from the internet, copyright permitting. You could also visit the following websites:

www.theguardian.com/travel/gallery/2014/jul/13/top-10-views-inrio-de-janeiro-in-pictures

The Guardian website provides a gallery of ten stunning views from Rio de Janeiro.

oddizzi.com

The Oddizzi website has excellent images of Rio de Janeiro as well as videos that explore the human and physical features of the city, including the Favelas and Sugarloaf Mountain. (From the 'Explore the world' section, use the left-hand menu to navigate to /South America and /Brazil. Then select /Brazil Country Close Up from the image bar on the right to access further options.) To claim your free 30 day trial of Oddizzi please email IPCtrial@oddizzi.com. Upon application a member of the Oddizzi team will provide you with log in details for your school and students

Remind the children of the countries they studied in the previous task. Locate these on a map. Ask the children to help you find Brazil on the same map – and then Rio de Janeiro, the host city of the 2016 Olympics.

Work together to find out:

- Which Olympic teams (from those you explored in the previous task) have the furthest and least distance to travel?

- How might each team travel to Rio? What method would be the fastest and slowest do they think?

Explain that your class toy (see previous task) is currently on holiday in Rio. They have just sent you some photographs of their trip!

Provide groups with a different photograph each. Ask them to study their photograph to find out what they can learn about the human and physical features of Rio. Also, children should be encouraged to think about any things in their photograph they would like to find out more about.

Images might include:

- Statue of Christ the Redeemer
- Sugarloaf mountain
- The Dois Irmãos (Two Brothers) mountains
- Rochina Favela
- Copacabana Beach
- Barra da Tijuca beach

Display each image in turn and allow time for the groups to talk about what they could see in the image and the things that they found interesting. You may have provided different views of the same location. Can the children see that it is the same location but taken by someone at a different viewpoint? Display the images together. Is there anything new we can learn from these different views?

Use the images to help build up a picture of Rio de Janeiro and what it might be like to visit there. What human and physical features can they identify? For example:

- Physical features – beach, mountains, hills, trees, forest, ocean, rocks, etc.
- Human features – roads, houses, statues, bridges, shops, cable cars, traffic, etc.

Compare the human and physical features with the children's host and home countries. What is the same/different – and what evidence is there in the photographs to support these assumptions?

You may also want to view the following video:

[youtube.com/watch?v=KDtSIRO9R8E](https://www.youtube.com/watch?v=KDtSIRO9R8E)

YouTube hosts a video of the official Rio 2016 anthem, which includes panoramic views of Rio de Janeiro.

(To watch a YouTube video in safe mode, scroll to the bottom of the page and click on the '**safety**' tab which brings up the '**Safety mode**' information. Under this section, select the '**on**' option, then click '**save**')



Recording activity

Explain that the class toy wants to write a postcard home, telling their best friend all about the places they have visited, but the toy needs the children's help to write the postcard. Groups should use the image they were given in the research activity as the basis for their postcard.

Provide holiday brochures and/or tailored resources to help the children find out a bit more about their location. Also encourage them to think about what it would be like to be there 'inside the photo'. What would they see, smell, hear, touch, etc.? What is the weather like? What things would they most want to tell someone about their visit? If children raised their own questions during the research activity, then you could use this opportunity to help them find out the answers.

Once children have explored their ideas, they can write three or four sentences for their postcard message. Less confident children could use sentence starters to help them plan their message:

I am at

I can see

I like it here because

Children can share their postcard messages with each other, then use them to create a display board, putting their messages alongside the images you have collected.





ICT link: children can use find other images of their location by performing an internet search (or you could provide a pre-prepared folder offering a varied choice). They can then import their favourites into an art package, to combine, crop and re-position to create their own postcards. Children could also experiment with the text and positioning tools to add a message to the front of their postcard before printing off.

Personal Goals

- Adaptability
- Communication
- Enquiry
- Thoughtfulness

Geography Task 3

Learning Goals

-  1.07 Be able to use geographical terms
-  1.09 Be able to describe the geographical features of the school site and other familiar places
-  1.10 Be able to make maps and plans of real and imaginary places, using pictures and symbols
-  1.14 Be able to communicate their geographical knowledge and understanding in a variety of ways



Research activity

Introduce this task by reminding the children of their map work from the previous session. Ask them if they can remember what they used their maps for (finding places). Explain that in this session, the children will be creating their own maps, so other people can do the same.

Discuss where your school Olympic Games will be taking place. Activities may be occurring in different areas of the school, such as the hall, gym, playground, field, and so on.

Look together at a simple map of your school. This can be a basic outline map drawn by yourself. If you wish, you could also make a model of the school out of building blocks/LEGO for the children to explore. Explain that your map/model is like looking down at your school from a great height. You might want to link this to aerial views/photographs of landscapes. Children can compare the outline map with the model.

Using your map/model, work together to label some of your school's key buildings for reference.

Explain to the children that they are going to making a map that can be used by visitors to the school, who have been invited to watch your school Olympics.

Think about the information that a visitor to the school may find useful. For example:

- Main entrance
- Cloakroom
- Toilets
- Car park
- Reception/information area
- Playing fields/gym/playground/hall (where sports are being played)

Discuss how you might show this information on your map. Consider the use of symbols and colour – and a key to help a viewer to 'read' and understand the map. If possible, have some different examples of visitor maps to look at – such as those for a shopping mall, football stadium, airport or tourist attraction.



Recording activity

Provide children with their own outline maps of the schools to label and key.

Using their maps for reference, ask the children to write a set of simple directions to guide a visitor from one location (e.g. the school reception) to another (e.g. the toilets). These instructions should demonstrate use of directional vocabulary (turn right, walk forward, etc.). It may also be possible to include simple compass points if you have already learned these in geography or mathematics. If you wish, children could test out their directions (or a partner's) by trying to follow them to the chosen destination.

Compare written directions with using a labelled map. Which do the children think is easier? Would both be helpful to a visitor?

Ask children to revisit their maps at the end of the session. Based on the directional work they have done, are there any additions or changes they would make to help make their maps easier to follow?

Technology link: children can create their own visitor brochure, combining their maps with useful instructions to help a visitor find their way around the school.

Personal Goals

- Communication
- Cooperation
- Enquiry
- Resilience
- Thoughtfulness

Geography Extension Task

Learning Goals

1.01 Know about the main physical and human features of particular localities

1.02 Know about similarities and differences between different localities

1.05 Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context



1.07 Be able to use geographical terms



1.11 Be able to use maps at a variety of scales to locate the position and simple geographical features of the host country and their home country



1.12 Be able to use secondary sources to obtain simple geographical information



1.14 Be able to communicate their geographical knowledge and understanding in a variety of ways



Extension activity

The torch for the 2016 Olympics will be lit in Athens and then, on 3 May, the torch will begin its journey around Brazil, beginning in the country's capital Brasilia. The relay will last 95 days and will end with the lighting of the cauldron at the Maracanã Stadium on 5 August 2016. (See Art Task 2 for more information on the Olympic torch.)

During the final run up to the Olympics, use maps and Google Earth to view the route of the torch and the cities that it is passing through. This can offer further opportunity to discuss the human and physical features of Brazil, and compare with the children's host country and home countries.

For the latest news and information on the torch relay you can visit:

rio2016.com/en/tags/torch-relay

The official Rio 2016 site features news and updates on the Olympic torch relay.



Olympics: Lighting The Torch

Personal Goals

- Communication
- Enquiry
- Thoughtfulness

Art Learning Goals

Children will:

1.01 Know about some of the forms used by artists in their work



1.02 Be able to use a variety of materials and processes



1.03 Be able to suggest ways of improving their own work



1.04 Be able to comment on works of art

1.05 Understand that the work of artists can be seen in a wide variety of places and situations

Art Task 1

Learning Goals

1.01 Know about some of the forms used by artists in their work



1.02 Be able to use a variety of materials and processes



1.03 Be able to suggest ways of improving their own work



1.04 Be able to comment on works of art

1.05 Understand that the work of artists can be seen in a wide variety of places and situations



Research activity

Prior to the session, ask the children to bring in any medals that they (or a family member) may have been awarded. You could also include any medals that were awarded during your entry point indoor Olympics. Perhaps you or a staff member also has medals that can be shared.

Look at the different examples of medals. Ask the children to talk about how did it made them feel to have won it. Prompt them to consider why medals are given out at competitive events. Explore the idea that these are very precious and special, and are a mark of achievement.

Look together at examples of Olympic medals. The following PDF document provides an excellent starting point:

olympic.org/Assets/OSC%20Section/pdf/OR_1E.pdf

The International Olympic Committee has created this reference document, which provides a visual overview of all the Olympic medals.

You may also wish to view the following video, which shows medals being awarded at the Olympic Games:

youtube.com/watch?v=5paosdKAbw

YouTube hosts this footage from the London 2012 Olympics, showing the medal ceremony for the men's 100 metres.

(To watch a YouTube video in safe mode, scroll to the bottom of the page and click on the '**safety**' tab which brings up the '**Safety mode**' information. Under this section, select the '**on**' option, then click '**save**')

Since 1928, medals show the Greek goddess of victory (Nike) on the front (obverse), with

the reverse having an image that links to the hosting country – often the official logo or another design that might incorporate text and an image relevant to the country.

As you view the images, prompt the children to think about:

- What materials are used for each type of medal? (Gold, silver, bronze.)
- What words might we use to describe these materials? (Shiny, bright, heavy, glittering, cold, hard, etc.)
- What similarities and differences can we see? (Same use of logos/ emblems, goddess Nike, etc.)
- What might it feel like to be an athlete receiving one of these medals?
- What makes them special?

Look closer at the specific designs and talk about their artistic features. For example, notice the elements that are raised (embossed) to give the medal a 3D effect.

Explain to the children that they are going to be making their own medals. They will need to think about what they will show on the front and back of their medals, based on what they have learned. The front could feature the goddess of victory, while the reverse might show something that links to their school Olympics (perhaps a school motto or mascot) or something they associate with the theme of the Olympics.

Allow time for the children to sketch and share their ideas. Invite feedback to help the children to improve their designs. Prompt them to think about whether they will use a 3D effect on their medal – and which parts of their medal will be raised/sculptured. Also, they should consider what materials they will use (you may need to explain that gold, silver and bronze won't be available – so they'll have to think of alternative solutions!) and how the medallist will wear their award.



Recording activity

Provide a range of craft materials for the children to choose from. These might include card and fabrics, air-drying clay, salt-dough, Plasticene and so on. You may also want to provide a selection of cookie-cutter style templates (star shapes, circles, etc.) for children to use for their medal outlines.

If using a sculpting material, allow time for the children to experiment with their chosen medium, using tools to achieve different effects and textures. Once they are more confident, children can then work on their medals. Note that if they are decorating both sides of the medal, it may be easier to add 3D raised effects to one side, and leave the other side 'flat' by carving their design into the clay/dough. That way, designs won't get damaged or flattened during the process.

Remember to leave a hole in the top so that ribbon can be threaded through. Once dried, the clay/salt dough can be painted using acrylic paints. These can come in metallic varieties, allowing the medals to look like their real-life counterparts.

If children have chosen to use card and/or fabrics to make their medal, then encourage them to explore the properties of their materials to achieve different effects. For example, using shiny and reflective colours to give the medal a metallic feel; using soft feathery materials for the wings of the goddess Nike and so on).

Once the medals are completed, thread them with ribbon, then let the children wear and parade their special awards.

Allow time afterwards for children to view and evaluate each other's work. Which techniques/materials worked best? Who produced the most interesting designs? Compare with the medals that they looked at during the research session. How similar/different are they?

Personal Goals

- Communication
- Enquiry
- Resilience
- Thoughtfulness

Art Task 2

Learning Goals

1.01 Know about some of the forms used by artists in their work



1.02 Be able to use a variety of materials and processes



1.03 Be able to suggest ways of improving their own work



1.04 Be able to comment on works of art

1.05 Understand that the work of artists can be seen in a wide variety of places and situations



Research activity

Talk with the children about what they already know about the Olympic torch. Explain the tradition of the Olympic torch relay, which begins in Athens, Greece, and is then carried by runners to the hosting country. There, the torch is used to light a cauldron during the opening ceremony, which then stays lit for the duration of the games and is extinguished during the closing ceremony (see Geography Extension Task).

If you wish, you could share the following video:

youtube.com/watch?v=Ei54TO1VBIM

YouTube hosts footage from the opening ceremony of the London 2012 Olympics, when the Olympic cauldron is lit to announce the start of the games.

(To watch a YouTube video in safe mode, scroll to the bottom of the page and click on the '**safety**' tab which brings up the '**Safety mode**' information. Under this section, select the '**on**' option, then click '**save**')

Display an image of the Olympic torch for the Rio 2016 Olympics:

rio2016.com/tochaolimpica/en

The official Rio 2016 website has an image of the specially designed torch that will be used for the relay and the lighting of the cauldron.

Prompt the children to talk about the shapes and colours of the torch. Consider how the designer has used the flowing waves to mimic movement, rising up the shaft of the torch – almost like multi-coloured flames or heat rising.

Spend some time with the children collecting words and phrases that they associate with fire and the movement of fire – dancing, crackling, hot, flames, sparks, brilliant, dazzling, glowing, waving, and so on.

Explain to the children that they are going to be making their own torches for their school Olympics, and they will be the lucky torch bearers during the opening ceremony!

Allow time for the children to explore some of the craft materials you have available for making the torches – such as card, craft paper, tissue paper, beads, glitter, sequins, ribbons, etc. Talk about the colours and materials that might best represent a fire effect. Refer back to the Rio torch and think about what other shapes and colours could be used to add interest to their design.

Individually or in pairs, the children can then sketch out their ideas for their own Olympic torch. Encourage them to think about how they might create a fire effect for the flames that will be rising up from their torch. Refer back to the children's list of adjectives for further inspiration.



Recording activity

Provide templates for the torch that the children can decorate – working on the main body of the torch first and then moving up to the flame effect at the top. One method you could try for the flames is to get the children to draw around their hands on coloured paper/tissue paper. They can then cut out their hand shapes and arrange these on different levels, gluing or taping them to the ‘inside’ of their cone. The ‘fingers’ will create interesting fire shapes, which can then be added to with other materials, such as sequins to add sparkle or ribbons that can trail behind the torch when it is carried like flames in the wind.

Once the torch is complete, children can roll up their cone and affix with tape. Prompt children to evaluate their completed torch. Does it achieve the effect they set out to achieve? Children may wish to add further details to their torch to improve it.

You can then hold a practice run in the hall or the playground, letting the children parade with their torches to create an exciting display of colour.

Language Arts link: the Olympic flame has its origins in ancient Greece. Fire was seen as a symbol of the Gods, which was stolen from Mount Olympus by Prometheus. Share the story of Prometheus with the children. They can then create their own picture book to retell the story for other children. A simple version of the story can be found at: dltk-kids.com/world/greece/m-story-prometheus-fire.htm

Language Arts link: children can use their word lists from this task and/or the previous task as the basis for their own Olympic-themed acrostic poem, using the starting letters in torch or medal.

Personal Goals

- Adaptability
- Communication
- Enquiry
- Thoughtfulness

Art Extension Task

Learning Goals

1.01 Know about some of the forms used by artists in their work



1.02 Be able to use a variety of materials and processes



1.03 Be able to suggest ways of improving their own work



1.04 Be able to comment on works of art

1.05 Understand that the work of artists can be seen in a wide variety of places and situations



Extension activity

Olympics official posters into an images search engine to find good examples.) You could also visit the following site:

www.telegraph.co.uk/sport/olympics/picturegalleries/8869494/Olympics-postersthrough-the-ages.html?image=01

The Telegraph has a gallery of posters from past Olympics. Use the thumbnail bar on the right of the screen to navigate through the twenty-seven examples.

Compare the posters and discuss their use of imagery and colour – particularly those of the earlier Olympics compared with more recent Olympics. Notice the introduction of the Olympic rings and how, over time, designs have become simpler – focusing on stronger and bolder colours. Some incorporate shapes and icons that relate to the hosting country, such as a boomerang (used for athletes' legs) on the Sydney 2000 poster. Many have chosen to show a running athlete, but often playing with shape and colour to achieve interesting effects.

Explain to the children that they will be creating their own poster for their school Olympics. Begin by exploring some ideas for what a poster might show, such as the Olympic rings, a running athlete, your school colours and logo, and so on. Show the children some basic printing techniques to achieve bold colours and shapes through the use of paint, polystyrene tiles and stencils.

The following site provides a useful starting point:

bbc.co.uk/education/topics/zwgrd2p

The BBC Education website provides links to 'step-by-step' videos, exploring all aspects of printmaking.

Allow time for the children to explore some of these techniques before planning how they will create their own poster. Offer assistance as necessary to help the children to decide what techniques they will use to achieve their desired effects.

Children can then work on their posters. Once dry, display these as a gallery for the children to view and comment on. You may even wish to hold a 'competition' and let children vote for their overall favourite to become your 'official' poster for your school Olympics!

Mathematics link: printing can offer an ideal opportunity to explore symmetry and reflection with the children. You could also experiment with repeated sequences of images, using Andy Warhol's pop art posters for inspiration. Ideal examples to look at include, *Ten Marilyn's* (1967), *Twelve Cars* (1962), *A Set of Six Self-portraits* (1967) and *Campbell's Soup Cans* (1962), which use repeated images and/or contrasting and bold colour schemes to divide rows of boxes.



Olympics: Lighting The Torch

Personal Goals

- Communication
- Enquiry
- Resilience
- Thoughtfulness

Science Learning Goals

Children will:

1.01 Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement



1.02 Be able to pose simple scientific questions



1.03 Be able to identify ways of finding out about scientific issues



1.04 Be able, with help, to conduct simple investigations

1.10 Be able to sort living things into simple groups

1.12 Understand that different locations support different living things

1.14 Know the names and characteristics of a range of animals

1.20 Know the names of the parts of plants

1.22 Know that plants need light to grow

1.23 Know that plants need water to grow

Science Task 1

Learning Goals

- 1.01 Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement
- 1.10 Be able to sort living things into simple groups
- 1.12 Understand that different locations support different living things
- 1.14 Know the names and characteristics of a range of animals



Research activity

(If time allows, you could turn your classroom into a rainforest prior to this session. Bring in some plants, play some rainforest sounds or music, and have different rainforest fruits for the children to taste such as banana, pineapples, mangoes, coconut, grapefruit, passion fruit, kiwi and persimmon.)

Introduce the children to the two mascot characters for the Rio Olympics and Paralympics, Vinicius and Tom:

rio2016.com/mascots/

The official Rio 2016 website has a section for children, introducing the two mascot characters and explaining their story.

Talk about how the two mascot characters were born out of the explosion of joy that happened when Brazil discovered it would be hosting the Olympics. Vinicius became a mixture of lots of different animals that are native to Brazil.

Explain to the children that they will be designing their own mascot character – who will be a mix of lots of different animals from Brazil. By researching and finding out more about these animals and their features, the children will have lots of ideas about how they can combine these to make an exciting character.

Begin by looking at images of the Amazon rainforest. Consider the environment of the rainforest and what it might be like to live there. If you wish, you also could share a clip from the computer-animated film *Rio 2*, 20th Century Fox, 2014, in which the Brazilian animals find themselves in the Amazon rainforest.

Ask the children to help you make a list of all the animals that they think they might find in a rainforest. If possible, display some simple clipart images of these on an interactive whiteboard. Look at ways that the animals might be grouped. For example, those that live on land and those that live in water. Is it possible to sort these groups into further groups?

For example, those that have fins and those that have legs, for the water animals.

Provide access to books, posters and video clips (see below) for the children to conduct further research on rainforest animals. Refer to the whole-class list as a starting point. You may want to provide a simple fact sheet for the children to complete as they perform their research. For example:

- **Animal name:**
- **This animal lives:** (in the water, in the trees, on riverbanks, in a nest, etc.)
- **This animal has:** (furs, feathers, scales, feet, fins, stripes, spots, etc.)
- **This animal can:** (climb trees, change its colour, swim, etc.)
- **This animal eats:** (leaves, fruit, insects, other animals, etc.)
- **This animal moves:** (by swimming, jumping, climbing, crawling, flying, etc.)
- A wow fact: (does this animal do anything that is amazing?)

Some useful online resources include:

mbgnet.net/sets/rforest/index.htm

The Missouri Botanical Garden website has an informative section on rainforests, exploring their different layers, and the different animals and plants that can be found there.

bbc.co.uk/nature/habitats/Tropical_and_subtropical_moist_broadleaf_forests

The BBC Nature website provides a varied selection of top-quality videos, exploring different aspects of the rainforest ecosystem.

factzoo.com/wild-animal-pictures/brazil

Fact Zoon has a gallery of Brazilian animals, with further facts and information. Useful for creating your own resources. (Note: this site does feature advertising.)

Offer assistance as necessary to help focus the children's research.



Recording activity

Children can record their learning in words and pictures, creating their own picture book or poster about animals that live in the Brazilian rainforest.

Using their resource, the children can then decide what aspects of their animals they will use for their special mascot character and how these might give them different abilities. For example, if their mascot character has the arms, legs and tail of a Tamarin monkey, then they will be good at climbing trees. Perhaps they have the markings of a Jaguar so they can hide in the undergrowth, and the long snout of a Tapir to grasp leaves, fruits and branches to eat. The children can have fun with some wild and imaginative combinations, but encourage them to link their ideas back to their research.

Children can draw a picture of their mascot character and label their animal features or you could provide images from the internet that the children can cut out to make their own weird and wacky scrapbook characters. With assistance, more confident children could assemble their creations on computer, by cropping, flipping and resizing images.

The children's pictures/scrapbook characters can then be presented to the rest of the class at the end of the session. Talk about some of the interesting facts that the children discovered about rainforest animals.

Personal Goals

- Adaptability
- Communication
- Enquiry
- Thoughtfulness

Science Task 2

Learning Goals

1.01 Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement

 **1.02 Be able to pose simple scientific questions**

 **1.03 Be able to identify ways of finding out about scientific issues**

 **1.04 Be able, with help, to conduct simple investigations**

1.20 Know the names of the parts of plants

1.22 Know that plants need light to grow

1.23 Know that plants need water to grow



Research activity

In the last task the children were introduced to the mascot characters for the Rio Olympics. Revisit the mascot character for the Paralympics, who is Tom – a magical creature made up of the plants found in the Brazilian rainforest. Read Tom's story together:

rio2016.com/mascots/#!paralympic-mascot

The official Rio 2016 website has a section for children, introducing the two mascot characters and explaining their story.

Remind the children of the previous task. What types of things did their rainforest animals like to eat? What types of things do we like to eat? What might happen if we didn't eat?

Ask the children to recap what they learned about Tom. Remind them of the section where he talks about enjoying taking naps on a water lily. He describes sunbathing as 'like a banquet'. Do any of the children know what he means?

Explain that plants have to eat too in order to stay healthy. A word is used to describe this process – photosynthesis.

Display an image of a plant. Work together to label its parts (leaf, stem, flower, roots, etc.) Ask the children to think about which parts they think might be important to a plant to help it make food. How might these parts work? Explore the children's ideas.

If necessary, prompt them to think about the role of sunlight and water. Do they think these are important to helping a plant make food? How might we investigate these ideas to learn more?



Recording activity

Assign two investigations for each group to complete:

- Does a plant need light to grow healthily?
- Does a plant need water to grow healthily?

For each of the investigations, work with the children to devise a simple experiment. Start by asking them to make a prediction. What do they think the outcome will be? (For example, a plant needs light to grow healthily.) How will they know that this is correct? (A plant that has light will look healthy and strong.) How will we know if the opposite is true – that a plant can grow without light?

From this discussion, begin to plan your experiment – and also prompt the children to think about how they will make it a fair test. Should the plants be given different amounts of water? Should we choose different types of plants? What should we try and keep the same? How will these decisions make our experiment better?

Children may also have additional ideas for experiments that you could try – such as removing the leaves from a plant to see if it continues to grow healthily.

Tomato plants (indoor varieties), runner beans, watercress and radishes are all suitable for growing indoors and the results are relatively quick. Even better, if they grow healthily their produce can be eaten!

Remind the children to label their pots so that they can easily identify them when making observations.

Children can record the results of their experiment using photography, drawing and measurements. Remind them to use the correct names for the parts of the plant when using diagrams or labelling their measurements.

The children's results can then be presented to the whole class.

Using the compiled information, ask the children to draw a conclusion from the results. Has their experiment proved their earlier prediction? What evidence is there to support this? Did groups performing similar experiments arrive at the same result?

Revisit the word that Tom uses to describe how he makes food – photosynthesis. Offer a simple diagram/explanation of how photosynthesis works:

Leaves + sunlight + water + air* = food

Photosynthesis is the process by which plants make food to grow. This takes place in the green leaves of plants. The leaves trap sunlight, which is combined with water (and also nutrients usually provided by the soil) to make the food.

You may wish to share the following video, to help explain this process:

[youtube.com/watch?v=_xeYNnzwpSE](https://www.youtube.com/watch?v=_xeYNnzwpSE)

YouTube hosts this simple child-friendly animation, explaining the process of photosynthesis.

(To watch a YouTube video in safe mode, scroll to the bottom of the page and click on the '**safety**' tab which brings up the '**Safety mode**' information. Under this section, select the '**on**' option, then click '**save**')

Refer back to the children's investigations and how their results help to support what they have learned. They should be able to conclude that plants need light and water to grow – and they grow by making food.

Compare with how humans get their energy from food (see Technology link for extension ideas).

Ask the children to explain how Tom is able to make his own food, while sunbathing on a lily pad, with his fingers and toes dipped in the water.

** The process uses a gas (carbon dioxide) which is absorbed from the atmosphere. If teaching with older or more confident children, you could introduce and discuss this aspect of the process, and how the chlorophyll in the leaves absorbs the light energy and turns the carbon dioxide and water into oxygen (which we breathe) and sugars.*

Technology link: you could use this opportunity to introduce the different food groups and link this to the Olympic athletes who, like all of us, need to maintain a balanced diet in order to stay fit and healthy.

The following websites provide a useful starting point:

nutritionexplorations.org/kids/nutrition-main.asp

Nutrition Explorations website is designed to help children find out about nutrition, food groups and how much they should eat.

nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx

The NHS website has an image of the 'eat well' plate, to help children to visualise what a healthy diet/meal should look like.

Discuss the different groups and the importance of a healthy and balanced diet. Children could go on to plan and create their own healthy snacks for an Olympic athlete, such as a fruit salad, sandwich wrap or a smoothie 'energy shake'. Provide a range of ingredients for the children to explore and choose from, exploring different techniques for preparing and presenting their dishes.



Olympics: Lighting The Torch

Personal Goals

- Communication
- Enquiry
- Resilience
- Thoughtfulness

Science Extension Task

Learning Goals

1.01 Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement



1.04 Be able, with help, to conduct simple investigations

1.20 Know the names of the parts of plants

1.22 Know that plants need light to grow

1.23 Know that plants need water to grow



Extension activity

Based on their learning from the previous task, the children can be challenged to grow their own 'cress head' Tom character. Provide the children with a yoghurt pot or other suitable container that the children can decorate with a face. They can then add soil to the pot and plant their cress seeds inside. As the cress starts to grow, their character will develop a full head of crazy hair, just like Tom's.

The children should be able to predict the best location/conditions to grow their cress character based on their investigations from Science Task 2. They should also keep a journal (or video journal) for their character, to record their observations, photographs and measurements. They could also log when they water their cress heads and how often. These could be used for comparison if any variances are observed. Again, children can use their learning from Science Task 2 to help them.

If you wish, children could also try growing other types of seeds to observe and compare their growth patterns.


Personal Goals

- Communication
- Enquiry
- Resilience
- Thoughtfulness

Music Learning Goals

Children will:

 **1.04 Be able to recognise and explore ways in which sounds can be made, changed and organised**

 **1.05 Be able to sing familiar songs**

 **1.06 Be able to play simple rhythms with a steady beat**

 **1.07 Be able to compose simple musical patterns**

1.08 Be able to perform individually and with others

 **1.09 Be able to use symbols to represent sounds**

1.10 Be able to listen carefully to pieces of music and comment on them




1.11 Be able to recall a simple tune

1.12 Be able to suggest ways of improving their own work

1.14 Understand that music is used for a variety of different purposes

Music Task 1

Learning Goals

-  **1.04 Be able to recognise and explore ways in which sounds can be made, changed and organised**
-  **1.05 Be able to sing familiar songs**
-  **1.06 Be able to play simple rhythms with a steady beat**
- 1.08 Be able to perform individually and with others
- 1.11 Be able to recall a simple tune
- 1.14 Understand that music is used for a variety of different purposes



Research activity

Begin the session by listening to the '**Lighting Up The Flame**' song and displaying the lyrics, available from the resources section of the Voices Around the World (VATW) website (voicesaround.com).

Discuss the lyrics together. The song uses the Olympic theme of the torch and the games as a means of bringing people together in harmony, to promote hope, peace and love.

Explain that singing is also about bringing people together in harmony. The children will be learning to sing in key (matching the correct pitch of the notes) so that their voices will blend with the thousands of other children who are taking part in the '**Lighting Up The Flame**' project (see the big picture for more information).

Always try and begin your singing sessions with a vocal and body warm up. This will prevent strain to the vocal chords and help improve the quality of the voice. Start by removing stiffness and loosening up the body, before moving onto vocal exercises:

- Ask the children to stand in a space. Begin by asking them to move their heads from side-to-side, then roll them slowly around. Move the arms in circles, exercising the shoulders. Shake out the arms, holding them to either side. Take a deep breath, back straight, then let out the breath – allowing the shoulders to slump and the body to relax. Repeat with several more deep breaths, letting the body relax each time.
- Children will naturally breathe using the upper body/lungs, which is the everyday method that we use to inhale and exhale. When singing, it is necessary to take shorter but more powerful breaths. Ask the children to put a hand between their lower ribs (the middle of the upside down 'V' made by the ribs). This is their diaphragm. If they pant, then they should feel the diaphragm moving in and out. When singing, they should try and draw shorter breaths from this area. It takes a lot of practice to get right!

- Next, ask the children to imagine they are eating a very sticky toffee. They should move their mouth and jaw, working the toffee around their mouth. When their jaws are feeling tired, they can finally pretend to swallow the toffee.
- Ask the children to take a breath. When they exhale they should start humming, holding their lips together and letting the sound vibrate at the front of the mouth. Prompt them to try and match the sound of the other children they can hear. See how long they can hold the sound before taking their next breath.
- Repeat, this time asking the children to try and gradually raise the volume of their hum, getting as loud as they can. Then ask them to lower the volume, to make the sound as soft as they can.
- Next time when they hum, ask them to open their mouth slightly to create an 'a' sound. Once they have practised the sound, ask them to make an 'ee' sound by tightening the lips into a smile. Encourage them to take a small breath when they start to run out of puff, then hold the note again. Widen mouths to make an 'ah' sound, encouraging the children to keep their tongue flat against their bottom teeth. Next, make an 'oh' sound, bringing the lips closer together. Finally, make an 'oo' sound, with the lips puckered into a kiss.
- Finally, work through a sequence of the five sounds (a, ee, ah, oh, oo).

One of the hardest things for children to grasp is the difference between pitch and volume. Allow opportunity for children to practise both. Younger children in particular often struggle with understanding the difference. To help with their understanding of pitch, hold a xylophone in the upright position. Children can watch and listen as you play the notes – the pitch increasing as you ascend, and dropping when you descend. Sing 'We are going up the stairs/We are coming down the stairs' as you journey up and down the xylophone, changing pitch as you ascend/descend.

Some useful web resources include:

bbc.co.uk/learning/schoolradio/subjects/music/clipslibrary

The BBC Learning website provides a selection of short music clips designed to support children's understanding of pitch, rhythm, dynamics and timbre.

youtube.com/watch?v=9lejHKpfHso

YouTube hosts a simple one-minute instructional video to help you find your vocal range.

(To watch a YouTube video in safe mode, scroll to the bottom of the page and click on the '**safety**' tab which brings up the '**Safety mode**' information. Under this section, select the '**on**' option, then click '**save**')

The VATW website also has a downloadable 'Singing Sheet', which includes extra ideas for vocal warm ups.



Recording activity

In small groups, challenge the children to learn and play simple nursery rhymes on the xylophone, whilst singing along in pitch. Visit each group in turn, providing assistance as necessary to help them match their pitch with each note being played. Groups can then perform to the rest of the class at the end of the session


Personal Goals

- Communication
- Cooperation
- Resilience

Music Task 2

Learning Goals

 **1.04 Be able to recognise and explore ways in which sounds can be made, changed and organised**

 **1.05 Be able to sing familiar songs**

1.08 Be able to perform individually and with others

1.11 Be able to recall a simple tune



Research activity

In this session, you will be familiarising the children with the words and harmonies of the song '**Lighting Up The Flame**'. It is very important from the start to use the VATW music resources to help your children become familiar with the rhythms and phrasing in the song – remember one of the main targets will be to get your children singing in synch with the demonstration tracks. If you are adept on the keyboard or lucky enough to have a music specialist working with you, you may want to complement the demo tracks with playing and rehearsing phrases from the keyboard – this is good way of addressing any mistakes that the children make in pitching the notes or singing the rhythms.

As you move forward with the work it will be essential that you get your children to learn the words. While using PowerPoint displays of the lyrics and song sheets may be helpful initially, the best singing always comes when children know the words and are not distracted by holding papers, etc. It is also important to give the children every opportunity to focus on whoever is conducting.

At first, you may find it helpful to use action or picture prompts to help the children to 'build an image' of the song in their heads.

As the children start to internalise the song, they can imagine the actions or images in their heads if they find them helpful.

It will depend on your children's ability and experience as to how you approach singing rehearsal. Ideally, try and begin with some careful listening work.

In pairs, groups or as a whole class listen to the song through several times, then ask the children to discuss the following:

- Can you identify how many different sections there are in the song?
- How many different singing parts can you hear?
- What different instruments can you identify?

- What different changes in rhythm do you notice?
- Does the music get louder or softer in any parts of the song? Where is it loudest/softest?
- Why does it get louder in some places?

Start with the main tune line. By getting the children to sing the main tune together you will be able to identify those individuals or groups who are capable of tackling some of the more difficult harmony sections. You may wish to use a 'follow my leader' approach to break the song down into small chunks – again if you are a capable keyboard player, this will help with this work. Alternatively you can sing some of the lines yourself and get the children to echo these back to you. Be careful to follow the phrasing on the demo tracks.

Once you have identified the children capable of singing some of the harmony parts, you will need to give them the opportunity to practise their parts separately. Supplying them with a demo version of their part that they can practise in their own time is the key here as well as planning opportunities for them to practise separately away from the main group.

Once they become confident with the tunes they have learned they can return to practising with the whole class – this process needs time. Some children learn tunes very quickly, others need practice over several weeks.



Recording activity

As mentioned above the children will need time to:

- Learn the lyrics
- Internalise the tune they are learning
- Practice with you and/or your music specialist to ensure phrasing and pitch are correct.

It is very much a 'two steps forward and one step back' process with this kind of work. When you feel the children have become reasonably confident, bring the class/groups back together for a performance. You may then see the need to take 'one step back' to go over some of the phrasing and song parts again. If space and resources allow, a good system is to carry out group/part rehearsals in different places, bringing groups back together for whole class practice as needed – leading you towards the ultimate performance – this is often the way that adult choirs work dividing off into the various sections of the choir for practice with section leaders. This is also an opportunity to bring in older students or members of the school choir to work with you and the children.



Olympics: Lighting The Torch

Personal Goals

- Communication
- Cooperation
- Resilience

Music Task 3

Learning Goals



1.04 Be able to recognise and explore ways in which sounds can be made, changed and organised



1.05 Be able to sing familiar songs

1.08 Be able to perform individually and with others

1.10 Be able to listen carefully to pieces of music and comment on them

1.12 Be able to suggest ways of improving their own work



Research activity

Introduce the children to the equipment you will be using for the final recording (e.g. headphones, microphones, sound equipment, etc.). Explain the process of recording and why headphones are necessary (the children will hear the music being played in their headphones so they can sing along – but the microphone will only record their voices).

Each group should be recorded in turn. The time allotted for each group may vary depending on the size of their section or the age of the children. It may take many attempts to record a good quality version, so assigning fifteen minutes per group may be a good starting point. If you have particularly strong individuals, you may wish to record soloists separately. You can also use these singers to support the recording of other less confident groups.

Allow time for final rehearsals. If possible, provide sound-recording equipment (e.g. microphones and computers, digital audio tape recorders, mini-disc recorders, mobile phones, etc.) for the children to practise recording themselves and then listening to the play back. It is good practice at this stage to get the children used to positioning themselves around a microphone – ideally in a semi-circle, standing about a metre away. Children will often ‘shout’ when they know that they are being recorded, and this can affect pitch and the quality of the recording. Groups should experiment with different positions, adjusting as necessary – particularly if there are naturally louder individuals within the group. It is important to repeatedly emphasise that recording with a microphone is different to a stage performance, where the tendency is to raise the voice to address a large audience. The microphone ‘will do the work’ in picking up the sound of their voices – there is absolutely no need to sing loudly!

For inspiration, the children could view the video/audio recording of ‘***We Are the World***’ which shows famous song artists working in a studio to record their song:

youtube.com/watch?v=rZ26DMkMFks

YouTube hosts the official video for the ‘***We Are the World***’ charity song, recorded to raise funds for famine relief in Africa. The song was written by Michael Jackson and Lionel Richie and features contributions from over forty famous musicians

(To watch a YouTube video in safe mode, scroll to the bottom of the page and click on the ‘**safety**’ tab which brings up the ‘**Safety mode**’ information. Under this section, select the ‘**on**’ option, then click ‘**save**’)



Recording activity

For the final 'studio' recordings you will need to have a separate room, ideally one that is free of any disturbance. Children can be involved in making signs and posters to warn people that 'recording is in progress' and to 'please be quiet'.

Each group should be assigned a time for their session (or have the previous group act as runners to call the next group for recording). Once in the studio, arrange the children around the microphone. Allow time for them to get used to listening to the backing music (with choir vocals) in their headphones while singing their parts. The sound should be at sufficient level to provide a guideline but not loud enough that it is audible from the earpieces or prevents the children from hearing their own voice.

Most singers prefer to use one earpiece so that they can hear themselves better (using both ear pieces means that children will tend to shout or struggle to find their pitch, because their own voices are muffled).

Run through a couple of practice recordings and listen to the play back. Adjust the children's standing positions as necessary. Be encouraging and patient, as many children will need to get used to the headphones. Persevere until you have a performance that is in sync with the backing choir (or as close as you can get it!). You may wish to use this as an opportunity to explore the IPC personal goal of 'resilience'. Define its meaning and help the children to explore the reasons why someone such as a performer/music artist would want to have that quality. Children could help mentor each other, giving advice and encouragement where needed.

When saving the files to computer, be careful to label the parts clearly so that VATW will be able to identify the school and the group singing (see the big picture for more information on how to deliver your final recordings.)




ICT link: you may want to film and/or photograph the children working in your recording sessions. This can also be provided to VATW along with your recordings. The VATW team are always keen to obtain good quality video showing the process of making the recordings – some of which may be added to the final audio/video mix of the song! Note: always be sure to have permission from the children's parents or guardians beforehand if you intend to film children for this project.

Personal Goals

- Communication
- Cooperation
- Resilience

Music Extension Task

Learning Goals

-  **1.04 Be able to recognise and explore ways in which sounds can be made, changed and organised**
-  **1.07 Be able to compose simple musical patterns**
 - 1.08 Be able to perform individually and with others
-  **1.09 Be able to use symbols to represent sounds**
 - 1.10 Be able to listen carefully to pieces of music and comment on them
 - 1.11 Be able to recall a simple tune



Extension activity

In this session, the children will be exploring the pitch and dynamics of different instruments before going on to create their own compositions.

Provide the class with a selection of tuned and untuned percussion instruments (e.g. drums, triangles, castanets, glockenspiel, xylophone, shakers, etc.). Begin by exploring the different sound textures that can be made by each instrument (timbre). Focus on the instruments that can make a low sound and those that can make a high sound. Can the sound of an instrument be changed?

Choose some examples of storybook characters that the children may be familiar with from their home countries. Work together to describe those characters using appropriate instruments. For example, a giant or large creature might be represented by low, steady beats. A fairy or other small character could be represented by lots of high notes, played very fast. Describe what a character is doing, building up a scene as the children accompany your descriptions with their instruments.

Split the class into groups. Explain that they are going to imagine that they are using their instruments to describe someone taking part in an Olympic event. Choose an example such as the 100 metres. Think about the stages of the event and encourage the children to think about how an athlete might be feeling. Link to this to their own experiences of sport and competitive play. Assist the children in coming up with ideas for their sequence.

For example:

- Athlete warming up.
- Athlete nervous as they take up position on the starting line.
- A pause and then the gun fires.
- Athlete runs as fast as they can – heart beating fast.
- Gets closer and closer to the finish line...
- Crosses the finish line. Perhaps cameras flashing.
- Athlete slows down.
- Crowd cheers and applauds.

Alternative ideas might be a diver take the plunge from a high board or two combatants doing Judo or Taekwondo. Think about the movements and sounds, and how music could describe this.

The children can use their available instruments to create their own sequence of music to describe the athlete and their sport. These can then be performed to the rest of the class. Can the children visualise the action from the way the instruments are being played, and explain how the music helps them to visualise that action?



Personal Goals

- Adaptability
- Communication
- Cooperation
- Enquiry
- Resilience
- Thoughtfulness

Physical Education Learning Goals

Children will:

 **1.02 Be able to perform simple activities with control and coordination**

 **1.03 Be able to repeat and develop simple actions**

 **1.05 Be able to apply movements in sequence**

1.07 Be able to observe, copy and develop actions performed by others

1.08 Be able to improve performance through observation and repetition

1.11 Understand that exercise has an effect on their body

Physical Education Task 1

Learning Goals



1.02 Be able to perform simple activities with control and coordination



1.03 Be able to repeat and develop simple actions



1.05 Be able to apply movements in sequence

1.07 Be able to observe, copy and develop actions performed by others

1.11 Understand that exercise has an effect on their body



Research activity

Begin the session with a series of simple stretching and movement exercises. For example:

- Rolling the neck (clockwise, then anti-clockwise)
- Rolling the shoulders
- Arms stretched out to the side and back
- Side stretches (lean over, one arm in the air, other against the leg)
- Thigh stretches (stand on one leg, lifting and bending the other behind you)
- Touch toes

Afterwards, ask the children why they think athletes perform these types of exercises before they begin a game or practice session? (To relax and loosen the muscles, easing movement and reducing risk of injury.) What might happen if you don't warm up your body?

Explain that athletes have their own series of exercises that they perform to help them to warm up and also to develop the skills that they need for their sport, such as coordination and balance. Explore some of these with the children. The following video provides some excellent examples:

[youtube.com/watch?v=g5qbPTsd0vU](https://www.youtube.com/watch?v=g5qbPTsd0vU)

A YouTube video demonstrating warm-up exercises/movements for a track and field athlete.

(To watch a YouTube video in safe mode, scroll to the bottom of the page and click on the '**safety**' tab which brings up the '**Safety mode**' information. Under this section, select the '**on**' option, then click '**save**')

Tell the children that they will be working in their teams to create their own warm-up exercise session. They will need to:

- Decide which exercises to include
- Decide how long each exercise should last
- Ensure that all parts of their body are being exercised (legs, arms, neck, shoulders)



Recording activity

Allow time for the children to explore and develop their ideas. Ask teams to teach their routine to the rest of the class, so that everyone can try each one. Evaluate the routines and highlight those that were the most effective in giving a complete body work out.

Teams can perform their warm-up exercises before each PE session, modifying and adding in new ideas as they develop.

Science link: the children could check their pulses before and after exercise. Is there a difference? Can they find out why?

Personal Goals

- Communication
- Cooperation
- Respect
- Thoughtfulness

Physical Education Task 2

Learning Goals



1.02 Be able to perform simple activities with control and coordination



1.03 Be able to repeat and develop simple actions



1.05 Be able to apply movements in sequence

1.07 Be able to observe, copy and develop actions performed by others

1.08 Be able to improve performance through observation and repetition



Research activity

Make a list of the sports that the children will be competing in for your school's Olympics. From this list, work together to compile a second list of the types of physical skills that an athlete would need to be good at in order to be successful.

Depending on the sports you have identified, these might include:

- Standing jump
- Running jump
- Sprinting
- Long distance running
- Throwing
- Catching
- Passing
- Dribbling
- Shooting
- Defending
- Tackling
- Balancing
- Co-ordination

Talk about why practice is important and link this to the children's experiences in other subject areas. When we practise a skill we become better at it. Often, some skills need a lot of practice before we feel we are getting better at something – but it is important not to give up. This is how we learn skills; by practising something so our bodies and brain get better at doing it.



Recording activity

Set up your own training circuit for children to complete, featuring exercises that will help improve a selection of the skills that you have identified and are relevant to your school's Olympics. This also provides opportunity to talk about techniques. For example, for the high jump you can look at the approach to the bar and then clearing the bar using a scissor kick or 'Fosbury Flop' technique.

These are demonstrated in this video:

[youtube.com/watch?v=XBtBdNHBNSI](https://www.youtube.com/watch?v=XBtBdNHBNSI)

YouTube hosts this video demonstrating the different techniques for approaching and clearing the high jump.

(To watch a YouTube video in safe mode, scroll to the bottom of the page and click on the '**safety**' tab which brings up the '**Safety mode**' information. Under this section, select the '**on**' option, then click '**save**')

You may also want to view the following resource for your own background information:

teachpe.com/track_and_field/index.php

Teach PE website provides coaching advice and information for all sports, including track and field athletics. Some pages also include instructional videos.

Develop your own success criteria or link these to the existing rubrics for skills 1.2 and 1.5 from the IPC Assessment for Learning Programme. Children will then be able to assess themselves based on the rubric statements.

Observe the children as they complete the different skill challenges. If you wish, team members could 'coach' each other, offering advice and encouragement and helping each other to improve. For appropriate challenges, children could record the results or times. For example:

- Distance jumped (from standing and/or from running)
- Height cleared (for high jump)
- Furthest distance object thrown (for javelin or equivalent)
- Fastest time (for running events)
- Time it took to dribble a ball between five cones and back (for football skills)

By recording their best times and achievements, children can then identify the skills they feel they need more practice in, based on the agreed rubrics, and focus on strengthening those areas. If you wish, you could also set up a 'Record Breakers' display in the classroom where the children's achievements and progress can be viewed and celebrated.

Teams should work together to offer encouragement and help each other to improve. Try and run several of these training sessions in preparation for your Olympics.

Note: while it is important that every child gets to practise the necessary skills for each event, depending on how you have organised your Olympics (see the big picture) not all children in a team may be competing in every event on the day. Nevertheless, children should still be encouraged to improve at each event – and use their ongoing assessment to help identify the games/sports that they feel confident in competing in.



Olympics: Lighting The Torch

Personal Goals

- Communication
- Cooperation
- Resilience

Physical Education Extension Task

Learning Goals



1.02 Be able to perform simple activities with control and coordination



1.03 Be able to repeat and develop simple actions



1.05 Be able to apply movements in sequence

1.07 Be able to observe, copy and develop actions performed by others



Extension activity

Recap the Brazilian animals that the children learned about in Science Task 1. Consider the characteristics of these animals that the children identified on their fact sheets, and how they might move through the rainforest environment. Take each animal in turn and let the children practise moving around the hall as the animal. Offer prompts as necessary to guide the children's actions, perhaps asking them to imagine navigating a narrow log across a fast-flowing river or imagining they are stalking their prey stealthily through the undergrowth.

Use contrasting animals to explore different movement sequences, such as a slow meandering tapir or a fast and agile squirrel monkey. Ask children to choose their favourite animal from those they have explored. Let children move around the hall as their animals, interacting with each other and using the space in imaginative ways.

If you wish, you could develop the children's ideas into a performance dance, set alongside some suitable 'rainforest' or Samba-inspired music. The following YouTube videos provide some good examples:

youtube.com/watch?v=MZiAXUGE1cU

YouTube hosts the 'forest hymn' track by the musical group Deep Forest.

youtube.com/watch?v=tlvGpxE4yac

YouTube hosts this Brazilian samba dance track.

(To watch a YouTube video in safe mode, scroll to the bottom of the page and click on the '**safety**' tab which brings up the '**Safety mode**' information. Under this section, select the '**on**' option, then click '**save**')

Your performance could then be combined with masks and costumes (see Technology link below) to create a stunning and colourful movement display for your opening ceremony!

Technology link: children can make a mask to represent their favourite rainforest animal. Spend time studying photographs and talking about the distinctive features of the animal. Work together to decide how these features might be shown on the mask or via other props (such as armbands, waistbands, etc.). Provide paper for the children to sketch out their designs. They should take time to think about materials and colours they will require, as well as any extra elements that they will need to add, such as whiskers and feathers. Using art materials, the children can then work individually on their mask and props. When complete, children can evaluate their end product. These could then be worn as part of your dance performance!



Personal Goals

- Adaptability
- Communication
- Cooperation
- Enquiry
- Thoughtfulness

International Learning Goals

Children will:

1.01 Know that children within the class and school have different home countries

1.02 Know the names and approximate locations of the home countries of children within the class (and/or school)

1.03 Know about some of the similarities and differences between the lives of children in the different home countries and in the host country



1.05 Be able to work with each other where appropriate

International Task 1

Learning Goals

1.01 Know that children within the class and school have different home countries

1.02 Know the names and approximate locations of the home countries of children within the class (and/or school)



1.05 Be able to work with each other where appropriate



Research activity

Consider how the Olympic celebration is about bringing people together. In groups, provide the children with large sheets of paper. Prompt them to think about all the different types of people who are involved with the Olympics. Consider the jobs and services that would be needed to run such an event – and those who might be involved in the event who live in other countries around the world. If you set up an Olympics role-play area in your classroom, then the children can refer back to the activities and scenarios that they explored as a stimulus for ideas (see knowledge harvest).

Children can record their ideas using words and pictures. If necessary, you could offer further prompts, such as:

- How can people watch the games in other countries?
- What services would be offered to the spectators/visitors at the games?
- What types of people are needed to ensure the games run smoothly and safely?

The children should find that they are filling their paper with lots of interesting ideas. Have each group present their suggestions to the rest of the class. You might want to record these on a whole-class chart, adding to them with further suggestions of your own. Also prompt the children to think about the types of athletes that compete in the games. Are they all the same? Do they all compete together? If necessary, remind the children of the two mascots they explored in the science tasks – one for the Olympics and one for the Paralympics. Who can take part in the Paralympics? Explore the children's thoughts and ideas.

Look over all your examples of people who are involved with and help celebrate the Olympics. It should be a very big list!

Explain that this theme of 'bringing people together' is symbolised by the five Olympic rings, which represent the five continents. Look at a map or globe and help the children to identify these, and find their host and home countries in relation to the five continents.

Next, display the official logo for the Rio Olympics. Ask the children to respond to the image and consider how it could also represent 'togetherness' (three figures holding hands in a circle).



Recording activity

Work together on a piece of collaborative art that communicates your children's own ideas of 'bringing people together'. Start by exploring the theme through words, prompting them to think about family, friendship and teamwork. Draw out key adjectives and phrases that the children have chosen to describe this. Words and phrases might include: safe, protected, helpful, supporting, warm, close, caring, strong, joint effort, teaming up, working together, friends and so on.

Next consider how you might show some of these ideas. You could perform this part in the hall or playground, and allow the children to work in groups to make body sculptures to communicate each word. Take photographs or video the children to view back in the classroom.

Using the body sculptures and words for inspiration, work together to plan a picture that everyone can be involved with. This might be something as literal as a row of children holding hands or could be more abstract, using 'warm' colours and exploring how these might be arranged to capture some of the shapes from the body sculpture exercise. Use a long roll of sugar paper (by attaching lots of separate sections together) and have the children work together collaboratively to fill the space with their ideas. The end result is less important than the process of having the children work together as a team, to embody the idea of the Olympic spirit.

Your finished art work/mural could be displayed in an entrance hall or corridor, for visitors to your school to view. You could also include photos and written pieces explaining the stimulus and the process of how you arrived at the final celebratory artwork.

Personal Goals

- Adaptability
- Communication
- Cooperation
- Enquiry
- Respect
- Thoughtfulness

International Extension Task

Learning Goals

1.03 Know about some of the similarities and differences between the lives of children in the different home countries and in the host country



1.05 Be able to work with each other where appropriate



Extension activity

The Olympics is a global event and celebration – and offers the perfect opportunity to collaborate with IPC schools around the world.

By visiting the IPC Members' Lounge, you can link up with other schools that are teaching this unit, allowing you to share your children's work and ideas, and provide them with an opportunity to collaborate with other children around the world.

Social and online media makes it easier than ever to share work. As well as email, you can use video-conferencing/Skype, your school's own website and online presentation tools such as Prezi (prezi.com).

Some examples of work that could be shared/commented on:

- Postcards from Rio
- Visitor maps/brochures
- Mascot designs
- Medals and torches
- Warm up exercises
- Rainforest dance
- Collaborative mural
- Opening ceremony/sports day

Personal Goals

- Communication
- Cooperation

The Exit Point

Celebrate the children's learning by participating in a grand opening ceremony for your school Olympics! If the whole school has been involved in Olympic-themed activities, then this is a great opportunity to bring everyone together to celebrate and to share what they have been learning. You could also invite parents and other members of the local community to your opening ceremony.

While the organisation of this event might be largely decided by the time and resources that you have available, try and include the children in the planning and the preparation as much as possible. Revisit the learning that has taken place over the course of the unit and the work that has been produced. Consider how these might be shared with the rest of the school community.

Some examples might include:

- Torch relay – choose members from your class (and other classes who may have made their own torches) to form a relay around your school, to deliver the 'Olympic flame' to your school hall or the centre of your playing fields.
- Medal exhibition – children can display their Olympic medals and talk about how they designed and made them.
- Rainforest dance – children can practise and develop their own Brazilian-themed dance, using their animal masks to show off the many varied animals that live in Brazil.
- Visitor assistance – if the event is open to outside visitors then your children can show off their knowledge of the school. They can provide visitor maps, offer directions, and help make useful signs to point people in the right direction.
- Warm up exercises – a group could demonstrate their warm up exercises and talk about the importance of warming up the different parts of the body before exercise and sport.
- Energy boosters – children could make healthy fruit shakes to share with visitors and members of the school community.

The finale of your opening ceremony could be the whole school coming together to sing the Voices Around the World song, '*Lighting Up The Flame*'. If you have been videoing the practice and recording sessions, then you could play these before or afterwards, to show the children's learning journey.

With the opening ceremony complete, your school Olympics can finally begin! Enjoy and go for gold!

The IPC community would love to see examples of your learning, in any subject, at any stage in the learning process. If you have any pictures or stories you would like to share please visit our Facebook page at www.facebook.com/InternationalPrimaryCurriculum, tweet @The_IPC or email stories@greatlearning.com.

Resources

For this unit, you will need some, but not necessarily all, of the following:



Equipment

- Computers with internet access
- Atlases and globes
- Books, posters, DVDs and other resources related to Brazil, rainforests and Rio de Janeiro
- Equipment/games for indoor Olympics (see entry point)
- Postcard images of Rio de Janeiro
- Art and collage materials
- Seeds/plants for growing in the classroom
- PE equipment relevant to your school Olympics
- Tuned percussion instruments
- Interactive whiteboard or overhead projector
- Headphones
- Music and sound files from the Voices Around The World website
- Video camera/digital camera (optional)



Links

<http://www.youtube.com/watch?v=g5qbPTsd0vU>

A YouTube video demonstrating warm-up exercises/movements for a track and field athlete.

<http://www.dltk-kids.com/world/greece/m-story-prometheus-fire.htm>

DLTK features a child-friendly version of the story of Prometheus and how he stole fire from the gods. (Note: this site does feature advertising.)

<http://www.factzoo.com/wild-animal-pictures/brazil>

Fact Zoon has a gallery of Brazilian animals, with further facts and information. Useful for creating your own resources. (Note: this site does feature advertising.)

<http://www.nutritionexplorations.org/kids/nutrition-main.asp>

Nutrition Explorations website is designed to help children find out about nutrition, food groups and how much they should eat.

<http://www.bbc.co.uk/education/topics/zwgrd2p>

The BBC Education website provides links to 'step-by-step'- videos, exploring all aspects of printmaking.

<http://www.bbc.co.uk/learning/schoolradio/subjects/music/clipslibrary>

The BBC Learning website provides a selection of short music clips designed to support children's understanding of pitch, rhythm, dynamics and timbre.

http://www.bbc.co.uk/nature/habitats/Tropical_and_subtropical_moist_broadleaf_forests

The BBC Nature website provides a varied selection of top-quality videos, exploring different aspects of the rainforest ecosystem.

<http://www.theguardian.com/travel/gallery/2014/jul/13/top-10-views-in-rio-de-janeiro-in-pictures>

The Guardian website provides a gallery of ten stunning views from Rio de Janeiro.

http://www.olympic.org/Assets/OSC%20Section/pdf/QR_1E.pdf

The International Olympic Committee has created this reference document, which provides a visual overview of all the Olympic medals.

<http://www.nature.org/rainforests/explore/video.html>

The Nature Conservancy hosts some excellent videos, exploring the rainforest of Brazil, Costa Rica, Indonesia and Hawaii.

<http://www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx>

The NHS website has an image of the 'eat well' plate, to help children to visualise what a healthy diet/meal should look like.

<http://www.oddizzi.com>

The Oddizzi website allows children to explore different continents and countries around the world. Each country's section offers a child-friendly selection of photographs and facts, with hyperlinks to other supporting pages. IPC member schools can enjoy a free 30 day trial of the site. To claim your free trial please email IPCtrial@oddizzi.com. Upon application a member of the Oddizzi team will provide you with log in details for your school and students.

<http://www.rio2016.com/en/tags/torch-relay>

The official Rio 2016 site features news and updates on the Olympic torch relay.

<http://www.rio2016.com/mascots/>

The official Rio 2016 website has a section for children, introducing the two mascot characters and explaining their story.

<http://www.rio2016.com/tochaolimpica/en>

The official Rio 2016 website has an image of the specially designed torch that will be used for the relay and the lighting of the cauldron

<http://www.telegraph.co.uk/sport/olympics/picturegalleries/8869494/Olympics-posters-through-the-ages.html?image=01>

The Telegraph has a gallery of posters from past Olympics. Use the thumbnail bar on the right of the screen to navigate through the twenty-seven examples

<http://www.youtube.com/watch?v=9IejHKpfHso>

YouTube hosts a simple one-minute instructional video to help you find your vocal range.

<http://www.youtube.com/watch?v=KDtSIRQ9R8E>

YouTube hosts a video of the official Rio 2016 anthem, which includes panoramic views of Rio de Janeiro.

<http://www.youtube.com/watch?v=Ei54TO1VBIM>

YouTube hosts footage from the opening ceremony of the London 2012 Olympics, when the Olympic cauldron is lit to announce the start of the games.

<http://www.youtube.com/watch?v=MZiAXUGE1cU>

YouTube hosts the 'forest hymn' - track by the musical group Deep Forest.

<http://www.youtube.com/watch?v=rZ26DMkMFks>

YouTube hosts the official video for the 'We Are the World' - charity song, recorded to raise funds for famine relief in Africa. The song was written by Michael Jackson and Lionel Richie and features contributions from over forty famous musicians

<http://www.youtube.com/watch?v=tlvGpxE4yac>

YouTube hosts this Brazilian samba dance track.

<http://www.youtube.com/watch?v=5paosdKAkbw>

YouTube hosts this footage from the London 2012 Olympics, showing the medal ceremony for the men's 100 metres.

http://www.youtube.com/watch?v=_xeYNnzwpsE

YouTube hosts this simple child-friendly animation, explaining the process of photosynthesis.

<http://www.youtube.com/watch?v=XBtBdNHBNSI>

YouTube hosts this video demonstrating the different techniques for approaching and clearing the high jump.



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